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ABSTRACT

This set of training materials was developed as part of the Preparing Educational Training Consultants (PETC) program, as an outgrowth of the Educational Intern program conducted by the National Training Laboratory (NTL) Institute for Applied Behavioral Science. The set includes the following packets: (1) Instructional Strategies for Senior Trainers; (2) Collection of Exercises for Trainers; and (3) Instructional Strategies and Papers for Group Process Skills. (AA/TE)

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PETC-I

Preparing
Educational
Training
Consultants: Skills Training

Instructional Strategies for Senior Trainers

BEST COPY AVAILABLE

René F. Pino
Ruth P. Emory
Northwest Regional Educational Laboratory

EA 020 402

PREPARING EDUCATIONAL TRAINING CONSULTANTS: SKILLS TRAINING (PETC-I)

Instructional Strategies for Senior Trainers

René F. Pino
Ruth P. Emory

Northwest Regional Educational Laboratory
Lindsay Building, 710 S.W. Second Avenue
Portland, Oregon 97204

Saralie Bush Northam, Editor
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Northwest Regional Educational Laboratory, 710 S.W. Second Avenue,
Portland, Oregon 97204

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This set of training materials has been developed over a period of seven years. Many individuals and organizations have contributed to its creation.

In particular, the program is an outgrowth of the Educational Intern program conducted by the National Training Laboratory (NTL) Institute for Applied Behavioral Science. Special credit should be given to the National Association of Classroom Teachers, which for three years provided an arena for the testing of exercises for skills trainers.

The concepts and basic assumption underlying the Preparing Educational Training Consultants (PETC) Program were the work of Charles C. Jung, former Program Director for the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory.

Special thanks are due Sue Buel and Don Murray for their efforts through the Teacher Development Laboratory, a cooperative effort by National Educational Association, Oregon Educational Association, Washington Educational Association (TDL-NOW) which culminated in the initial tryouts of the system.

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Ruth P. Emory

René F. Pino

INTRODUCTION

The first workshop for Preparing Educational Training Consultants-I (PETC-I) is comprised of two parts. Part I, Skills Training Workshop, involves preparing skills trainers to use exercises in Part II, Group Process Skills (GPS) Workshop. Part II allows skills trainers to practice while they conduct a workshop for others in group process skills. The PETC-I program has been designed to prepare these skills trainers to assist in a variety of situations to increase the effectiveness of a group's functioning. During this process, skills trainers are prepared specifically by PETC-I to:

Assess issues and problems within a group

Diagnose skill needs of individuals

Identify group priorities for skills training exercises

Apply criteria for selecting and sequencing skills training exercises

Adapt and conduct skills training exercises

Evaluate acquisition of skills

Skills trainers participating in PETC-I use the techniques and strategies learned in Part I to work with people in Part II on group process skills. The GPS participant is given the opportunity to learn to:

Assess existing and potential problems within a group of which he is a part

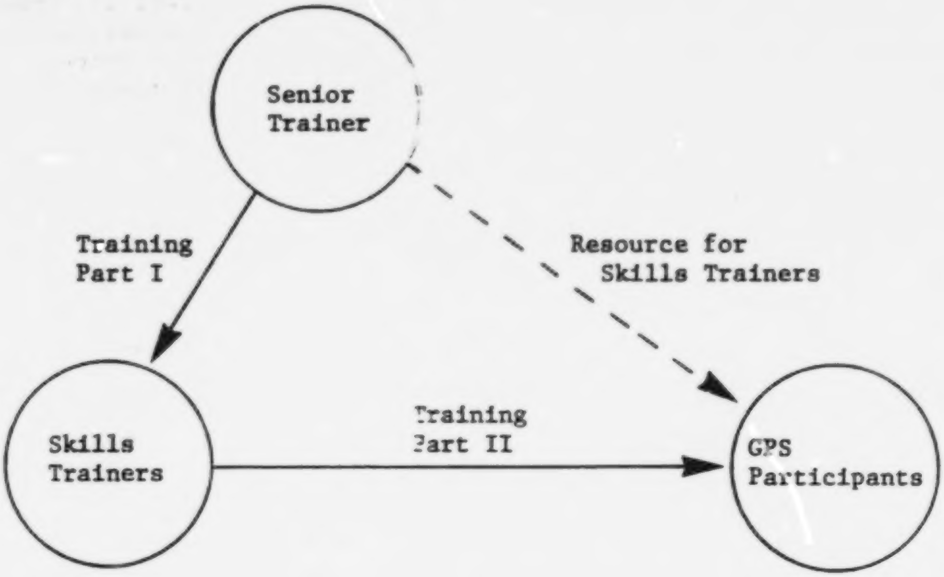
Identify small group process skills which he, as an individual, needs to improve his functioning in small groups

Increase his experience with these skills by participating in exercises chosen by the skills trainer

Identify own learnings for application in back home setting

Senior Trainer

The senior trainer who leads this first workshop, has completed all prerequisites for PETC-I training including Interpersonal Communications (IPC), Research Utilizing Problem Solving (RUPS) and Interpersonal Influence. In addition, this trainer has received orientation for conducting skills training and has met the criteria for a senior trainer as established by the Northwest Regional Educational Laboratory. Strategies for the senior trainer's use in Part I have been given explicitly in the Instructional Strategy section of the training materials. During Part II, the senior trainer functions as a resource for the skills trainers. The senior trainer will be available for consultation and may initiate interaction with each team during the practicum. In addition, he may give skills trainers the opportunity to meet as a total group for general debriefing during their GPS practicum. The illustration below shows the trainer-participant relationship of PETC-I.



Skills Trainers

Participants for PETC-I Skills Training are generally perceived to be people who can be useful as trainers in their back home settings. Prerequisites for attending PETC-I as a potential skills trainer include IPC and RUPS. Perhaps the most important prerequisite, however, is that participants make a commitment to attend every session of the two-part workshop. PETC-I training is sequential and cumulative; much of it is completed in team/trio arrangements.

Team assignments are made by the senior trainer according to several criteria. Some of these may include the desire of certain participants to work or not to work as a team, ease of location and planning times available, apparent skill level needs and intentions for future use.

GPS Participants

Part II of PETC-I is a practicum experience for skills trainers. The techniques and strategies of group process exercises are applicable to any group of people for whom the materials are new. For this reason, no prerequisite skill level has been stated for a GPS participant. It is anticipated that a wide range of skills will appear in any group with which the skills trainers work. The only requirement for GPS participants is that they commit themselves to attending each session of the entire group process skills workshop.

PETC-I Design

Throughout the entire two-part workshop, the Do-Look-Learn approach is used. First, the participant is involved in DOING something that provides a common activity for all workshop members to LOOK at. LEARNING follows by examining what happened in the activity and linking it to similarities and differences within one's own organization.

Time Commitments

A suggested schedule for Part I of PETC-I follows. Note that the schedule calls for evening sessions.

	8:00-12:00	1:30-5:00	7:30-9:00
DAY 1	Registration Session 1 Session 2	Session 3 Session 4	Session 5
DAY 2	Session 6 Session 7 Part I	Session 7 Part II Session 8	Session 9
DAY 3	Session 10 Session 11	Session 12 Session 13	Session 14
DAY 4	Session 15 Session 16	Session 17 Session 18 Part I	Session 18 Part II
DAY 5	Session 18 Part III	Session 19 Session 20*	

*Between the end of Session 20, Part I, and the beginning of Session 1, Part II, each team of skills trainers may need to meet on their own for several hours of planning.

Workshop Size

An ideal workshop size for one PETC-I senior trainer consists of 12 skills trainers. It is possible to work with 15-18 participants but due to the team/trio design of PETC-I, the total number should be a multiple of three.

During the GPS workshop the senior trainer serves as a resource to the skills trainers. The senior trainer is present to work with any of the teams as they experience the strategies and techniques by trying to train others in group process skills. Each trio of skills trainers requires 12-18 participants for the GPS practicum experience.

Facilities

Part I requires a spacious room with movable and comfortable furniture. It should be large enough to allow trio work to continue with a low noise level, yet small enough to enable a senior trainer to be aware easily of each group's progress and problems. Tables for planning sessions are very helpful. The location should eliminate as many distractions as possible, such as phones ringing and interruptions from outside noises.

A similar room is needed during the GPS workshop for each team of skills trainers. In addition, a general meeting room is necessary for the senior trainer to hold any necessary conferences and to allow access to the GPS materials as each team decides which exercises it will use.

Arrangements should be made for both parts of the workshop to be located near coffee and refreshment facilities as short breaks are built into the design.

PETC-I Materials

There are three training manuals within the PETC-I instructional system. The senior trainer's materials are a composite of all instructional strategies and handouts used throughout the two-part workshop. For ease of handling during training, these materials have been broken down and color-coded into the following parts.

1. PETC-I instructional strategies, Part I (salmon)

   PETC-I skills trainers' participant materials (white)

2. GPS instructional strategies, Part II (gold)

   GPS participant materials (white)

3. Collection of exercises and theory papers (salmon, white and blue)

   Exercise handouts (white)

Skills trainers receive all the materials except the instructional strategies for Part I.

In addition to these instructional materials, supplies are needed throughout the workshop. Some of these include name tags, three-ring binders, felt-tip pens, newsprint (28" x 42"), masking tape and art materials for the orientation sessions. Provision for these supplies should be arranged with the host organization prior to the beginning of any workshop.

Preparation Checklist for Host Organizer

Once the decision to host a PETC-I workshop has been made, the sequence of events listed below should be completed by the host coordinator.

1. Determine who will be the senior trainer

2. Discuss and establish workshop sechdule with senior trainer

3. Secure facilities and make arrangements for handling messages and breaks

4. Select volunteers to participate in Parts I and II

    a. Skills trainers with prior training in IPC and RUPS (ideally 12 per senior trainer)

       Prepare and send a PETC-I flyer with schedules for Parts I and II and site information to potential skills trainers

    b. Group Process Skills participants (12-18 per trio of skills trainers)

       Prepare and send a GPS flyer with schedule and site information to potential Part II participants

5. Secure supplies, i.e., binders newsprint, felt-tip pens

6. PETC-I materials include:

    a. PETC-I: Participant Materials for Skills Trainers (1 per skills trainer)

    b. Collection of Exercises (1 per skills trainer)

    c. Handouts for each exercise in the Collection of Exercises (1 per skills trainer; 1 per GPS participant)

    d. Instructional Strategies and Papers for Group Process Skills (1 per skills trainer)

    e. Participant Materials for Group Process Skills (1 per GPS participant)

INSTRUCTIONAL STRATEGY
SESSION 1: ORIENTATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 1	Paper 1	1. Present Paper 1: *Agenda for Session 1: Orientation*. Review purposes and objectives.
20	2. Get acquainted	Name tags Pencils Pins	2. Distribute name tags and direct participants to write ten sentences beginning with "I...." that will enable others to know them better. *Allow 10 minutes* to write lists. Direct participants to attach the list of sentences to their name tags. Ask them to circulate to get acquainted. Ask them to try and make contact with all other group members. *Allow 5-10 minutes*.
45	3. Conceptualize "my world as an educator" (optional)	Art materials	3. Instruct participants to draw their world as educators, placing themselves in the center of that world. They should write or draw a symbol for everything in their world, such as assignments, activities, people. They should indicate by proximity to the center, those parts of their world that are most significant or valued. Ask them to place those that are less significant at a greater distance from the center. Suggest that they may use colors to indicate feelings if they wish. Allow approximately *10 minutes* for participants to complete their individual pictures. Ask participants to return to the total group to share

SESSION 1: ORIENTATION

Minutes	Steps	Materials	Directions
	3. (continued)		and discuss their world. Encourage all to share. If trainer has depicted his world, he may begin the sharing, hopefully setting a climate for openness. (20-25 minutes)
30	4. Study and discuss what this training is all about	Paper 2 Chart	4. Distribute to each participant a package of exercises for skills trainers. Refer to Paper 2: Introduction to PETC-I: Skills Trainers Workshop. Allow time for scanning. Summarize key issues on charts. Emphasize the Do-Look-Learn approach used in this system. Review the schedule and point out the importance of adhering to it. Participants should recognize the need for accurate timing. *Emphasize that during this week evening meetings are required, but that when the GPS is held there will be no evening sessions. Ask participants to form trios with persons they know least.

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*NOTE: Be sure to check with participants about their expectations about evening meetings. They should have been informed before their arrival of this necessity. The advantages of following the system as designed will be reinforced by Paper 2.

Minutes	Steps	Materials	Directions
	4. (continued)		Direct them to discuss Paper 2. Ask them to be prepared to paraphrase with the total group those major ideas presented in the paper to check their understanding. Bring the session to a conclusion by again summarizing, giving emphasis to the Do-Look-Learn approach.

AGENDA FOR SESSION 1: ORIENTATION

Paper 1
80 minutes

Purposes: To help participants become familiar with the overall objectives and requirements of the instructional system.

To enable participants to get acquainted with each other.

Objectives: Given Paper 2: *Introduction to PETC-I: Skills Trainers Workshop*, participants will identify the major ideas and clarify them in small groups.

Given a set of instructions for getting acquainted in the group, participants will produce information about themselves and share with others.

Steps:

1. Introduction to Session 1
2. Get acquainted
3. Conceptualize "my world as an educator" (optional)
4. Study and discuss what this training is all about

Preparing Educational Training Consultants-I (PETC-I) is designed to prepare you to become a skills trainer. A skills trainer uses some PETC-I materials to train others in group process skills. The materials emphasize process skills such as communication techniques, problem solving, decision making and goal identification.

Each participant in a PETC-I workshop wears two hats...that of learner and that of trainer. During Part I of the workshop you participate with a combination of learning materials as a senior trainer manages them. The senior trainer uses the data your workshop group produces to select and sequence skill exercises which fill the gaps in those experiences necessary for competent skills trainers. It is during this phase of your training that you, too, learn to diagnose individual and group skill needs, to set priorities for group needs and to select and sequence activities on your own. The materials for the first five sessions remain the same for any group in any setting.

A suggested schedule for Part I is shown on pages 7-9. Preliminary work with this system has shown that frequent breaks and relatively long eating periods are necessary to counteract the intensive involvement during meeting sessions. These breaks allow participants an opportunity to exchange ideas, debrief experiences and informally discuss any frustrations that result due to time requirements already imposed on activities within the system. Therefore, it is important to follow the schedule as closely as local time constraints allow.

Part II of PETC-I prepares skills trainers by placing them into a practicum situation. You and your trio become the trainers for others to whom the materials are new. The senior trainer is available during this time for assistance and advice, but each person is really operating within a trio, independently testing and trying out the methods learned in Part I.

When finished with PETC-I, a skills trainer should be able to:

Diagnose individual and group needs in process skills

Adaptively design training exercises in process skills

Conduct the exercises for a variety of groups

Discuss the results of exercises with the participants

The first five sessions of a PETC-I workshop concentrate on identifying issues and problems, writing problem statements and practicing communication techniques. The last fifteen sessions emphasize skills necessary for training you to diagnose and prioritize skill needs; to select, sequence, modify and conduct exercises; and to evaluate the acquisition of skills by participants.

The method PETC-I uses to produce a competent skills trainer is called the Do-Look-Learn approach. Specifically, it can be described as follows:

DO: A situation is created in which the focus is doing. You engage in activities, given all or some of the following: a situation, a task, a document, some criteria, a confrontation.

LOOK: Look at yourself doing. You examine the activities, make judgments about what happened, apply evaluation criteria, reflect about why things happened as they did.

LEARN: Decide what you have learned to do differently. Learnings are absorbed by linking the activities to your own situation, by using theoretical inputs to understand the activity, by making decisions about how the insights gained can be adapted and modified for your own organization issues.

The "linking" aspect of this approach is especially important in helping individuals relate the skills learned in this workshop to the problems identified in their back home groups.

The training design for Part I includes approximately 40 hours of intensively compacted instructional sessions. You will note as you work through the materials that time allotments do not always allow the completion of each task. Instead, the sessions are designed to let you:

1. Practice the skills necessary for completing a similar task later in your own organization
2. Gain the experience necessary for training others in how to use the skills

On the following pages is a suggested schedule as one way to organize the time required for completing Part I of the workshop.

PETC-I: PART I

SUGGESTED SCHEDULE* FOR A GROUP OF 12

Day 1	(8:00-12:00; 1:30-5:00; 7:30-9:00)**
8:00- 8:15	Registration
8:15-10:00	Session 1: Orientation
10:00-10:15	Break
10:15-12:00	Session 2: Initiating Needs Assessment
12:00- 1:30	Lunch
1:30- 3:20	Session 3: Group Problem Identification
3:20- 3:30	Break
3:30- 5:00	Session 4: Force Field Analysis and Data Utilization
5:00- 7:30	Dinner
7:30- 9:00	Session 5: Identifying Skill Needs
Day 2	(8:30-12:00; 1:30-5:00; 7:30-9:00)**
8:30-10:20	Session 6: Recording Group Skill Needs
10:20-10:30	Break
10:30-12:00	Session 7: Part 1, Analysis and Selection
12:00- 1:30	Lunch
1:30- 3:20	Session 7: Part 2, Analysis and Selection
3:20- 3:30	Break
3:30- 5:00	Session 8: Applying Guidelines for Conducting Exercises

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*All times are approximate.

**Evening meetings during skills training only. During the GPS workshop there will be no evening meetings.

Day 2	(8:30-12:00; 1:30-5:00; 7:30-9:00)
5:00- 7:30	Dinner
7:30- 9:00	Session 9: Applying Guidelines for Conducting Exercises

Day 3	(8:30-12:00; 1:30-5:00; 7:30-9:30)
8:30-10:20	Session 10: Modifying Skills Training Exercises
10:20-10:30	Break
10:30-12:00	Session 11: Modifying Skills Training Exercises
12:00- 1:30	Lunch
1:30- 3:10	Session 12: Preparing to Conduct an Exercise
3:10- 3:20	Break
3:20- 5:00	Session 13: Preparing to Conduct an Exercise
5:00- 7:30	Dinner
7:30- 9:30	Session 14: Team 1, Conduct and Critique Exercise

Day 4	(8:00-11:45; 1:15-5:00; 7:30-9:00)
8:00-10:00	Session 15: Team 2, Conduct and Critique Exercise
10:00-10:15	Break
10:15-12:15	Session 16: Team 3, Conduct and Critique Exercise
12:15- 1:15	Lunch
1:15- 3:15	Session 17: Team 4, Conduct and Critique Exercise
3:15- 3:30	Break
3:30- 5:00	Session 18: Part 1, Planning for the Practicum Workshop
5:00- 7:30	Dinner
7:30- 9:00	Session 18: Part 2, Planning for the Practicum Workshop

Day 5	(9:00-12:00; 1:30-5:00)
9:00-12:00	Session 18: Part 3, Planning for the Practicum Workshop
12:00- 1:30	Lunch
1:30- 3:20	Session 19: Summarizing Learnings
3:20- 3:30	Break
3:30- 5:00	Session 20: Summarizing Learnings

An example of another schedule for a Skills Training workshop. This 38-hour workshop is conducted during five consecutive days.

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Registration Session 1 Session 2	Session 6 Session 7 Part 1	Session 10 Session 11	Session 15 Session 16	Session 18 Part 3
Afternoon	Session 3 Session 4	Session 7 Part 2 Session 8	Session 12 Session 13	Session 17 Session 18 Part 1	Session 19 Session 20
Evening	Session 5	Session 9	Session 14 2 hours	Session 18 Part 2	

INSTRUCTIONAL STRATEGY
SESSION 2: INITIATING NEEDS ASSESSMENT

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 2	Paper 3	1. Present Paper 3: Agenda for Session 2. Review purpose and objectives.
10	2. Introduction to concepts about groups	Paper 4	2. Direct attention to Paper 4: Dimensions Essential to Group Growth. Allow time for scanning. Emphasize that these ideas will help participants to isolate ways of depicting their group back home as required in Step 3.
40	3. Produce Four Views of My Group	Newsprint of four circles Paper 5	3. Refer to Paper 5: Four Views of My Group. Briefly illustrate how to fill in the four circles. Explain that choosing a "correct" back home group to analyze frequently causes participants some concern. Encourage them to limit the committee, task force, work group or team of their choice to one of manageable size, that is, approximately six to twelve people. Give emphasis in Circle 1 to the identification of a central problem in each participant's group which he wishes to improve by gaining skills in this workshop. Explain that time and effort spent in retrieving data from self to complete profiles will make the instruments useful in developing problem statements about each group. Announce that participants will share profiles in trios to clarify and expand the information they produce.

SESSION 2: INITIATING NEEDS ASSESSMENT

Minutes	Steps	Materials	Directions
	3. (continued)		Reinforce the note on page 21 about not completing the rating sheet for each profile until told to do so in Session 3.
30	4. Share four views in trios	Chart	4. Ask participants to group themselves in trios for sharing information, getting together with people they know least well. Use a previously prepared newsprint diagram from the information below. Each person has 10 minutes to report. a. One person reports data from his four circles b. The other two people paraphrase and ask questions to help clarify Each person in the trio shares the way he sees his back home group: issues, kinds of interaction, influence, relationships, etc. He then receives help in clarifying his data from trio members.
5	5. Revised four views		5. Instruct participants to revise or rearrange their four circles using information gained from trio members.

AGENDA FOR SESSION 2: INITIATING NEEDS ASSESSMENT

Paper 3
90 minutes

Purpose: To enable participants to describe and assess their own back home groups.

Objectives: Given instructions and guidelines for depicting their group, participants will be able to complete four views of their own groups for assessment of skill needs.

Given guidelines for trio participation, individuals will report four views of their back home groups to others, employ skills of paraphrasing, restating and clarifying data needed for accurate description of their own group.

Steps:

1. Introduction to Session 2
2. Introduction concepts about groups
3. Produce Four Views of My Group
4. Share four views in trios
5. Revise four views

Here are dimensions along which groups typically develop and grow. Problems arise when there is lack of clarity about any of these dimensions. There are two kinds of results from how skillfully a group works out these dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. Or, there may be confusion and frustration where individuals readily leave the group.

For you to identify your own needs for skills training you need to determine what is problematic in your own group behavior for each of these dimensions. Making these determinations and gaining some skills to participate more creatively in your own group is the concern of this workshop.

Membership

Individuals identified as being part(s) of the group are said to have membership. At the level of the individual, membership applies to issues of a person's self-identity. It speaks to questions of:

1. Who am I?
2. What can I be?
3. What do I expect and desire of myself?

For the more complex levels of group behavior, it speaks to questions such as:

1. What does it mean to be a member of this group, organization, community or society?
2. Will I be accepted?
3. How will I be expected to act and respond?
4. What norms will prevail?
5. Will I be trusted?
6. Will I feel satisfied that I am needed and respected?
7. Will I feel adequate?
8. Will my personal motivations fit in with those of the group?
9. How much freedom will I have to express myself?

Problems arise from lack of clarity about membership questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understand what others are saying.
2. Share feelings and ideas spontaneously.
3. Listen to and try out others' ideas.
4. Ask for others' impressions and reactions.

5. Call attention to what is happening in the group.
6. Aid with identification and solution of a problem.
7. Call attention to group norms and help to evaluate norms.

Influence

The ways that influence happens among and between parts of the group needs to be considered.

1. Is influence recognized as a normal, necessary operating characteristic of the group?
2. What behaviors are acceptable and unacceptable as kinds of influence in the group?
3. Are members explicit about accepting certain kinds of influence as well as rejecting other kinds?
4. How much variance of individual styles of influence is tolerated?
5. Are different bases of influence accepted for different types of situations, e.g., expertise in one situation as compared to forcefulness of personal style in another?
6. Does the use of influence tend to free resources of individuals rather than block them?
7. What are the ways that leadership occurs?
8. Are there different leaders in different situations?
9. How much flexibility of influence and leadership is there relative to roles and status of different parts of the group?

Problems arise from lack of clarity about influence questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understnad what others have said.
2. Speak clearly, directly and to the point.
3. Share feelings and the need to influence the other.
4. Listen to others and be willing to try out their ideas.
5. Let others know what effect their influence is having on you.
6. Try out a variety of ways to relate to others and influence them.
7. Help others report how they feel when being influenced.
8. Explain group difficulties when the influence process is being blocked.

Feelings

Perhaps the most crucial contribution of psychology in the past few decades has been clarification of ways that feelings affect the operations of groups. They can affect any and all functions in facilitative and blocking ways. Feelings are tangible, measurable and enduring. Feelings not expressed as they occur are frequently expressed later in disguised, inappropriate and obstructive ways. Questions such as these are important.

1. What are acceptable and unacceptable ways of expressing different kinds of feelings in this group?
2. Are there any kinds of feelings for which there are no acceptable means of expression?
3. Do people trust each other?
4. What are the characteristic ways that less acceptable feelings show themselves and how obstructive are they?
5. How much variance in individual styles of expressing feelings is tolerated?
6. How spontaneous, open and direct are expressions of feelings?
7. Is the importance of the expression of feelings accepted?

Problems probably arise most frequently from lack of clarity about feelings. They also can stem from conflict over how feelings are expressed.

Some individual skills that may reduce these problems are how to:

1. Share feelings and ideas spontaneously.
2. Discuss own weaknesses and strengths with the group.
3. Elicit from others their honest feelings.
4. Report effect of the way others are reacting to your own behavior.
5. Help the group express feelings and deal constructively with feeling content.
6. Accept expressions of feelings and encourage others to express their feelings in their own way.

Individual Differences

No two groups, at any level, are the same. The capabilities of their characteristics vary according to the unique growth history of each. The issue here is one of capitalizing on the variations of the sub-groups that make up the larger group. Below are some important questions concerning individual differences.

1. Are there procedures for identifying the unique capabilities of individuals?
2. How much divergence of self-interest is tolerated?
3. Are there clear norms and procedures for negotiating basic differences of self-interest?
4. Are there norms for conformity which conflict with the valuing of growth based on the interaction of differences?

5. Do others know and/or attempt to discover one's full range of resources?
6. Do expectations of a role or group extend to stereotyping individuals in it?
7. Are parts of a group used flexibly in accordance with their unique functional capabilities as opposed to each part being limited to a usual set of tasks?

The greatest problems concerning individual differences relate to group norms which deny and reject these differences by failing to recognize them as a source of strength and growth. While individual needs tend to be a concern in education, a lack of understanding of the dynamics and implications of individual differences of resources leads to especially difficult problems. They culminate in prejudice and discrimination where there could be the greatest opportunities for exploration and evolution.

Some individual skills that may reduce these problems are how to:

1. Ask others for their impressions about own skills, resources and performance.
2. Report awareness of own resources and capabilities.
3. Try out new behaviors, ideas and resources.
4. Raise questions about the individual differences in the group, about self-interest and norms.
5. Explain what is happening in the group with references to differences in individuals' resources and skills.

Productivity

The concern here is for the ways that the group knows it is productive and for the quality of productivity it accomplishes rather than simply the quantity.

1. Is its productivity a creative synthesis of its unique needs and resources rather than the lowest common denominator of the capability of its subgroups?
2. Are its objectives stated operationally so that it can be measurably accountable for productiveness?
3. Are its procedures for production efficient--cost effective?
4. Are the products of the group congruent with its values and purpose?
5. Do these products contribute to desired social ends or to the maintenance of outmoded or objectionable ones as viewed by other groups?
6. How much energy is spent in arguing about the rightness or wrongness of ideas as compared to developing new ideas or combining ideas?
7. Do parts of the group experience a direct sense of satisfaction for their contribution to productivity?

The most observable kinds of problems concerning productivity involve low levels resulting from inefficient procedures and low sense of satisfaction in perceiving one's contribution. Less obvious, but perhaps especially important for education, is a lack of creative and motivating productivity versus the lowest common denominator of a tradition-bound system.

Some individual skills that may reduce these problems are how to:

1. Inquire about and explain why things happen as they do in the group.
2. Explain the difficulties the group has in getting a task accomplished.
3. Involve the group in stating goals, analyzing and diagnosing problems and producing a plan of action.
4. Evaluate and decide on the rightness and wrongness of certain ideas and plans.
5. Identify criteria for judging efficiency and effectiveness of the group achievement.

Roles

What parts, or persons, within the group are expected to carry out which functions and in what ways? While there are general expectations that apply to all members, it is the particular combination of commonly shared expectations about functions people will perform and how they will relate to each other in performing them that define different roles within the group. The following kinds of questions are important.

1. How clear am I about what others expect of my role?
2. Am I clear about what I believe others should expect of my role?
3. Are most others clear about what they expect of my role, or only some of them?
4. Are there differences among these expectations?
5. Are there other roles in the group about which there are differences or a lack of clarity?
6. Are the expectations of each role realistic?
7. Are there expectations that place roles in conflict with each other?
8. Are there roles missing as evidenced by functions needed by the group that no one is expected to fulfill?

Problems arise frequently from lack of role clarity and from conflicting expectations about a role. Another important kind of problem worth noting involves the overload and/or conflict that can occur from demands on individuals who are operating in more than one role.

Some individual skills that may reduce these problems are how to:

1. State clearly what one's own role expectations are.
2. Ask for other's expectations of one's role.
3. Inquire about and explain effects of the way in which a role is taken and the implications this has for group growth.
4. Report problems connected to the effects of operating in more than one role.
5. Report feelings as the result of a role overload.
6. Diagnose why role problems are present in a group.
7. Help the group create more realistic role expectations.

Communications

The passage of information between people in the group also needs some attention. Note here that information applies to things that are "news," not noise. There may be other kinds of noise that are unintelligible or redundant. Such noise usually distorts, rather than aids, the passage of information. These are some of the important questions about communications.

1. Who talks to whom about what?
2. What modes and personal styles of communication are acceptable or unacceptable in the group?
3. How efficient are communications in terms of information flow versus noise and redundancy?
4. Is there feedback of information, checking for understanding, and opportunity for two-way flow where needed?
5. Are formal and informal patterns of communication primarily functional rather than bound by tradition and conflicts or limited by assumptions?
6. How do norms, roles, expectations and feelings influence communications?
7. Are there bottlenecks, blocks, gaps or points of overload in the lines of communication?

Problems arise from lack of clarity about what constitutes "news" and from inadequacy perceived in the way communications are transmitted.

Some individual skills that may reduce these problems are how to:

1. Check to be sure the message is being received accurately.
2. Transmit messages simply and directly.
3. Share reactions about the clarity of messages being sent.
4. Solve communications problems.
5. Seek and accept help from others.
6. Report perceptions about how norms, roles and feelings influence the communication process.

Goals

Goals of the group are those measurable objectives which it strives to achieve. Some goals are primary to the purpose for which the group exists. Others are instrumental to achieving the primary goals. They sometimes contribute to means to an end and sometimes to maintenance of the group. Important questions include the following.

1. How explicit are the goals of the group?
2. Have all critical goals been identified?
3. Is the group committed to any irrelevant or detrimental goals?
4. Are the goals stated operationally?
5. Are they feasible and realistic?
6. Are there conflicts among subparts of the group about what the goals are or should be?
7. Has the relative importance of goals and their relationships to each other as primary and instrumental been identified?

Problems are probably most often related to lack of clarity about goals, and sometimes related to conflict. When a problem is one of conflict about goals, it is more critical if based in value differences.

Some individual skills that may reduce these problems are how to:

1. Raise questions about what the group is doing or where it is going.
2. Offer one's own views on what the group is doing or where it is going.
3. Help the group achieve clarity about its goals.
4. Help deal with goal conflict.
5. Identify what the specific problem with goal setting is.
6. Contribute ideas for goal setting.

Perception

Perception concerns the facets seen in and by the group and the meanings and interpretations placed on these facets.

1. Are there important aspects of the group which are not seen?
2. Do some roles, or parts of the group, tend to see only certain kinds of things?
3. Do some people tend to distort or misinterpret what they see?
4. Does reality actually appear different from the legitimate perspective of different roles?
5. How much overall congruence is there in perceptions experienced throughout the group?

6. Are similar perceptions demanded of all people of the group or are reports of discrepant perceptions supported as a potentially valuable breadth of perspective?
7. Does the group have ways of breaking its psychological set periodically to question whether it is open to new understandings in a changing world?

Problems arise especially from perceptions being limited by old, entrenched perspectives and from failure to understand that the same phenomena can appear different when viewed from truly different (as contrasted with simply limited) perspectives.

Some individual skills that may reduce these problems are how to:

1. Listen to and try out a different perspective.
2. Ask others to clarify the meanings and interpretations of various individual perceptions.
3. Check one's perceptions with others to test for congruence.
4. Experiment with perceiving things from a different vantage point.
5. Offer one's own views about how perceptions are being experienced by the group.
6. Inquire about and compare own perceptions with others' perceptions.

The first seven sessions of this workshop are designed to help you diagnose skill needs. They are intended to facilitate the identification of issues in small groups and of skills required to deal more effectively with them.

By the end of the seventh session, all the information you produce will enable the trainers to select skill exercises. These exercises are designed to provide practice and to increase group process skills relevant to the needs and issues you have identified.

Beginning with this session and concluding with Session 7 the following major steps will be taken.

1. Produce information about a group you work with
2. Write a problem statement and identify skills
3. Analyze all the information produced, using a force field analysis
4. Identify and prioritize skills needed
5. Pool all the information produced by the workshop and determine group priorities of skills needed
6. Analyze and evaluate all information produced from the pooling of information

We are ready for the first step.

A Skill Needs Assessment

On the next four sheets you will find four large circles. Each circle is to depict your present view of your group. REMEMBER: YOUR GROUP MAY BE A COMMITTEE, A TASK FORCE, A STAFF, A FACULTY OR ANY OTHER GROUP.

Decide what, for you, is the group you will consider during this workshop. Choosing a small group will make your task more feasible, given the time constraints of this workshop.

The four profiles that follow will enable you to pictorially describe your group according to the following factors:

1. Major issues in your group
2. Communication network
3. People of power and influence
4. Your position in relation to others

NOTE: After each profile you will find a page of items to be rated. Please DO NOT DO THAT ACTIVITY UNTIL YOU ARE TOLD TO DO SO IN SESSION 3.

Profile 1: Major Issues in Your Group

1. In the small circle in the center, write a problem or issue in your group which you wish to improve by gaining skills in this workshop. Do not write a solution.

2. Draw a constellation of small circles around the center cirlce. Write in each small circle any other problems and issues which you consider factors contributing to the central problem you have placed in the center.

3. You may want to number the smaller circles to indicate their degree of importance to improving the situation (No. 1 of greatest importance and so on).

Major Issues in Your Group

DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Select the skills you consider most important in influencing the issues in Profile 1, Major Issues in Your Group.

Check those skills you think you are using adequately or inadequately in your group or that you need to acquire.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	___	___	___	___
2. Saying Skills: - Speaks directly - Not repetitious	___	___	___	___
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	___	___	___	___
4. Trust: - Tries out others' ideas - Asks for help	___	___	___	___
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	___	___	___	___
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	___	___	___	___
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	___	___	___	___
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	___	___	___	___
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	___	___	___	___
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	___	___	___	___
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	___	___	___	___
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	___	___	___	___

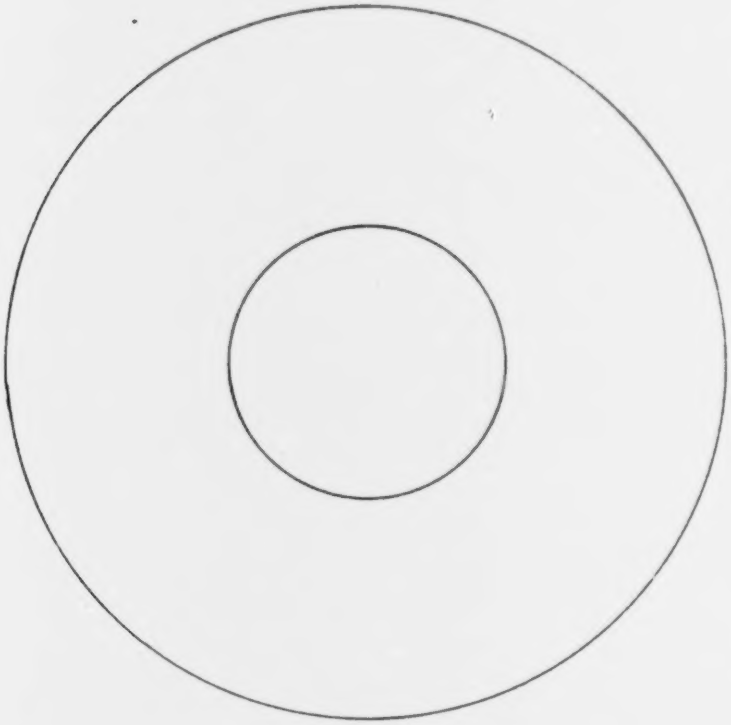
1. In the small center circle, write the initials of persons in your group you view as being on the "inside." This may include officers, chairmen, persons elected or designated to a role and any others you perceive to belong to the "in group."

2. Write in the larger circle the initials of persons you view as part of the "out group."

3. Draw one- or two-way arrows connecting the initials of persons to indicate your present perception as follows:

    a. Who speaks to whom
    b. Who is close to whom
    c. Who influences whom

    Identify your arrows by using the letters a, b, c, as defined above.



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 2, Communication Network. Check the appropriate heading.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	____	____	____	____
2. Saying Skills: - Speaks directly - Not repetitious	____	____	____	____
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	____	____	____	____
4. Trust: - Tries out others' ideas - Asks for help	____	____	____	____
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	____	____	____	____
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	____	____	____	____
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	____	____	____	____
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	____	____	____	____
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	____	____	____	____
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	____	____	____	____
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	____	____	____	____
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	____	____	____	____

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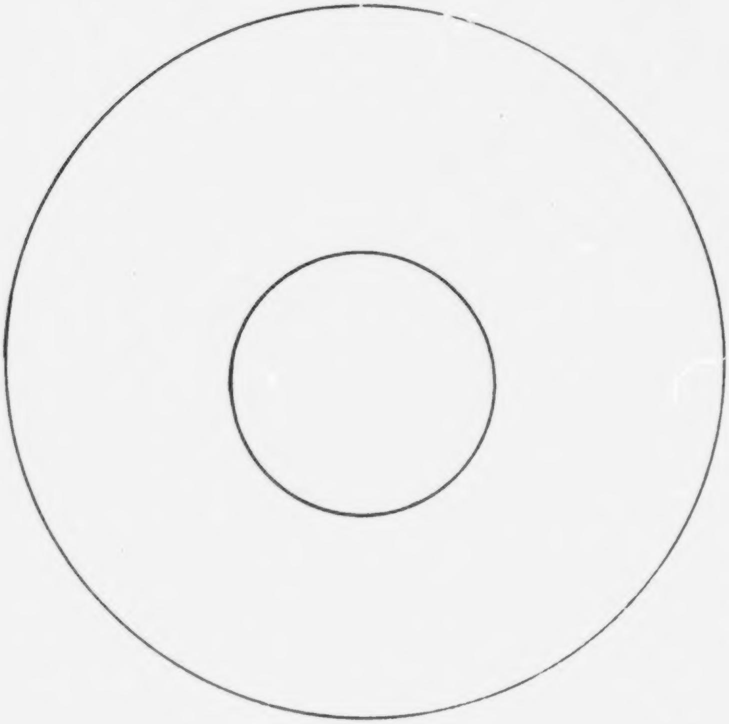
Profile 3: Influential Persons

1. In the center circle, write the initials of people in your group who, in your view, are powerful and influential.
2. In the larger circle, write the initials of those who are affected or come in contact with people you listed in the smaller center circle.
3. Draw circles around the initials of those people who respond positively to those in the center circle.
4. Draw squares around the initials of those people who resist, ignore, reject or block the influence of those in the center circle.



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 3, Influential Persons. Check the appropriate heading.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	___	___	___	___
2. Saying Skills: - Speaks directly - Not repetitious	___	___	___	___
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	___	___	___	___
4. Trust: - Tries out others' ideas - Asks for help	___	___	___	___
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	___	___	___	___
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	___	___	___	___
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	___	___	___	___
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	___	___	___	___
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	___	___	___	___
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	___	___	___	___
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	___	___	___	___
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	___	___	___	___

Profile 4: Me and My Group

1. Write your initials in the center circle.
2. Think of all the people you have to relate to in reference to the major issues you chose on the first profile.
3. Write their initials all around your center circle at a distance representative of their influence on you, whether it is a positive or negative influence.
4. If you think you need to restate the problem or issue you started with on the first profile, do so now.

____

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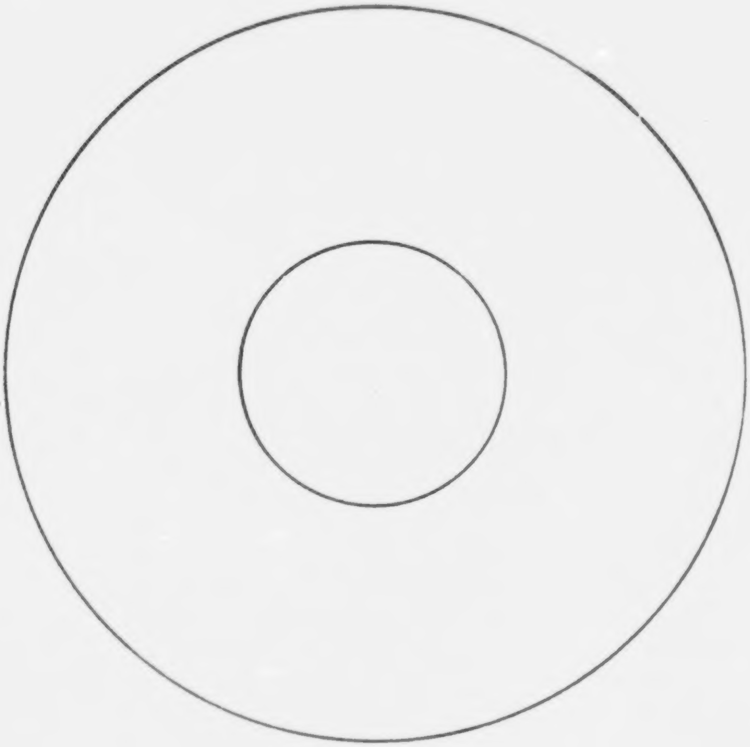

Me and My Group

Paper 5
Page 9

DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 4, Me and My Group. Check the appropriate heading.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	___	___	___	___
2. Saying Skills: - Speaks directly - Not repetitious	___	___	___	___
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	___	___	___	___
4. Trust: - Tries out others' ideas - Asks for help	___	___	___	___
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	___	___	___	___
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	___	___	___	___
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	___	___	___	___
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	___	___	___	___
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	___	___	___	___
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	___	___	___	___
11. Group Diagnostic Ability: - Explains *why* things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	___	___	___	___
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	___	___	___	___

INSTRUCTIONAL STRATEGY
SESSION 3: GROUP PROBLEM IDENTIFICATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 3	Paper 6	1. Present Paper 6: Agenda for Session 3. Review purposes and objectives.
10	2. Introduction to the total PETC series	Paper 7	2. Present Paper 7: More About PETC. Allow time for scanning Paper 7. Clarify any points that arise. This paper need not be discussed in detail within the workshop. It is primarily for the participants' information.
20	3. Share self-ratings in trio	Chart Paper 8	3. Present brief elaboration of concepts in Paper 8: Skills Needed By Members of Productive Groups, using chart of key words. Allow time for scanning. Direct participants to rate themselves on each item as indicated. Instruct them to rate themselves on the basis of their participation in the workshop so far and to share their ratings with their trio.
30	4. Analyze Four Views of My Group	Paper 5	4. Tell participants to return to Paper 5: Four Views of My Group, and complete the grid on the page following each view. Allow time for individual work. Direct trios to share the information on their grids and to help each other analyze each other's view of their group.
5	5. Study Four Guidelines for Writing a Problem Statement	Chart Paper 9	5. Post newsprint chart of guidelines for writing problem statement. Elaborate on guidelines. Mention

Minutes	Steps	Materials	Directions
			Paper 9: Four Guidelines for Writing a Problem Statement. Allow time for reading and questions. Reinforce the distinction between problem statement goal statement.
20	6. Write problem statement	Chart Paper 9 Pencils Paper	6. Direct participants to work alone using all the data developed so far on their own group descriptions. Ask them to use the form at the end of Paper 9 to write a statement of a problem in their back home group that they wish to work on at this time. Give emphasis to the difference between a problem situation and a problem statement. Call attention to the illustrations in the paper.

NOTE: Remind skills trainers that in all probability GPS participants will not be familiar with communication/problem solving skills from Research Utilizing Problem Solving or Interpersonal Communications. Skills trainers should be alert to explain, demonstrate and reinforce these skills as needed.

AGENDA FOR SESSION 3:
GROUP PROBLEM IDENTIFICATION

Paper 6
90 minutes

Purposes: To enable participants to link the group issues and relationships identified in Session 2 with a list of skills needed by members of productive groups.

To increase skill in applying guidelines for writing a problem statement.

To introduce participants to the idea of continuing their skill growth through all four systems of PETC.

Objectives: Given a set of instructions, Paper 8: Skills Needed by Members of Productive Groups, and Paper 5: Four Views of My Group, participants will individually rate themselves and share ratings in a trio. Participants will also apply rating scales to issues identified on Paper 5.

Given guidelines for writing a problem statement and a set of instructions, each participant will apply the guidelines and produce a usable problem statement.

Steps:

1. Introduction to Session 3
2. Introduction to the total PETC series
3. Share self-ratings in trio
4. Analyze Four Views of My Group
5. Study Four Guidelines for Writing a Problem Statement
6. Write problem statement

Timing

By this time in the workshop you have met some new people, started work in trios and chosen an issue or problem to study from your home group. It's highly possible that the time allowed for so much activity didn't seem enough to you. Sometimes the senior trainer may have called time to introduce new data or instructions just when you were reaching a satisfying point of achievement. However, it should be emphasized that the overall purpose of PETC-I is not to solve the problems you chose to study. Its primary purpose is to prepare you to be a skills trainer, able to diagnose individual and group skill needs and adaptively modify and conduct group process skills training. To do this effectively, participants are asked to learn the skills they will be teaching as well as others pertaining to such things as group maintenance. Frustration due to a conflict between a participant's desire to finish solving a problem and the PETC-I objectives of teaching skills to be used later (perhaps in more depth on the same problem) do occur. Such frustration is not unavoidable but accommodating it may require more total workshop time than is available.

The PETC Series

Preparing Educational Training Consultants (PETC) is a series of four cumulative and sequential instructional systems.

PETC-I: Skills Trainers Workshop is designed to produce competent trainers for group process skills. Such process skills include communication techniques, problem solving, decision making and goal identification. These trainers are taught the skills of diagnosing group and individual skill needs and of selecting and sequencing exercises designed to speak to those needs.

Before a participant begins PETC-I to become a skills trainer, he is expected to have attended workshops in Interpersonal Communications (IPC) and Research Utilizing Problem Solving (RUPS). Both of these systems are available from the Northwest Regional Educational Laboratory.

PETC-II: Consulting is designed to produce effective consultants for client systems to help them add or strengthen a function necessary for the attainment of their goals. A participant in PETC-II is trained to apply differential diagnostic techniques and intervention strategies to help the client move through the phases of improvement toward his goal. It involves the trainee in diagnosing his own competencies and deriving an explicit rationale for assuming the consultant role. Prerequisite systems for PETC-II include Interpersonal Influence and, of course, PETC-I.

PETC-III: Organizational Development trains the consultant to apply diagnostic and intervention techniques. The consultant is prepared to help an organization maintain and build functional capabilities permanently into its system. To qualify for participation in PETC-III naturally requires completion of PETC-II. Also necessary are the Laboratory courses in System Approach for Education (SAFE) and Understanding Conflict and Negotiations. These systems are currently undergoing preliminary evaluation and revision of materials.

Hopefully, some individuals taking this PETC-I course will want to continue their training throughout the entire series of three PETC systems. It should be noted, however, that the PETC workshops are not designed to produce senior trainers who put on other PETC workshops.

SKILLS NEEDED BY MEMBERS OF PRODUCTIVE GROUPS[1]

Paper 8

Here is a list of important skills for productive group work. As you read, keep the following questions in mind:

A. To what extent did you practice these skills during the trio meeting in the last session?

B. What do you do that, for you, is a sign of your behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors of your style for each category.

C. Which of these skills do you think you need to improve or acquire to contribute to your group back home becoming more productive?

1. Listening Skills: Works at understanding what others are saying; asks others to repeat; asks others to clarify. Tells others what he has heard; seems to have understood correctly what others have said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Emotions show clearly and appropriately (e.g., joy, boredom, anger, sorrow).

4. Trust: Is willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a helpful way. Lets others know when they have been helpful to him.

6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior; shows he is aware of how he is reacting to the behavior of others; shows he is considering the implications to himself; uses this awareness in considering whether or not his own behavior is what he wants it to be.

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[1] Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew B. Miles, Teachers College, Columbia University, in connection with the Cooperative Project for Educational Development, 1967.

7. Experimenting with Own Behavior: Shows flexibility in taking different roles in the group at different times (e.g., leader, clarifier). Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contributes to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward; offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group make realistic progress in problem solving efforts. Is effectively work-oriented. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings; helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group; can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this paper near for reference as you do the step shown on the next page.

Instructions:

Rate your participation in the trio meeting in the last session on the scale below. You will be asked to share these ratings in your trios.

1. Listening Skills: (little)__________________(much) 1 2 3 4 5 6 7 8 9
   - Paraphrases
   - Repeats
   - Checks perceptions

2. Saying Skills: 1 2 3 4 5 6 7 8 9
   - Speaks directly
   - Not repetitious

3. Openness: 1 2 3 4 5 6 7 8 9
   - Spontaneous
   - Reports own strengths
   - Reports feelings

4. Trust: 1 2 3 4 5 6 7 8 9
   - Tries out others' ideas
   - Asks for help

5. Feedback: 1 2 3 4 5 6 7 8 9
   - Asks for reaction to self
   - Gives feedback in useful ways
   - Reports when helped

6. Awareness of Own Behavior: 1 2 3 4 5 6 7 8 9
   - Acknowledges personal reactions
   - Uses reactions in deciding how to behave

7. Experimenting with Own Behavior: 1 2 3 4 5 6 7 8 9
   - Takes and evaluates new roles
   - Identifies need for shifting roles
   - Reports personal meanings of role taking
   - Asks for feedback on role taking

8. Contributing to Group's Awareness of Itself: 1 2 3 4 5 6 7 8 9
   - Calls attention to what is happening
   - Offers own views of what is happening
   - Raises questions about what is happening

9. Problem Solving Effectiveness: 1 2 3 4 5 6 7 8 9
   - Knows and uses problem solving tools
   - Helps group make decisions
   - Initiates problem solving activity

10. Helping Group Maintenance: 1 2 3 4 5 6 7 8 9
    - Expresses feeling
    - Asks others to express feeling
    - Supports others' expression of feelings

11. Group Diagnostic Ability: 1 2 3 4 5 6 7 8 9
    - Explains why things happen
    - Involves group in producing diagnostic information about itself
    - Interprets diagnosis to facilitate corrective action

12. Overall Effectiveness as a Group Member: 1 2 3 4 5 6 7 8 9
    - Invites group to evaluate how it is doing
    - Suggests resources for learning
    - Facilitates using resources of the group

Suppose that I said to you, "We have a communication problem among our faculty. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom to improve the problem situation?

A good problem statement includes answers to such questions. It is a brief, specific statement about a problem situation. A problem situation exists when there is difference between the way things are and the way someone would like them to be. The word "problem" tends to suggest a negative meaning to most of us. The definition used here can be applied to situations that we feel negative about. It also applies to situations that are not thought of as negative ones. The situation might be generally good now and an accomplishment of a new objective could make it even better. You might have a station wagon that satisfies your family's basic needs and feel that having a sports car too would make things even better.

Using the definition of a problem situation as one where there is discrepancy between the way things are now and the way someone would like them to be implies that there are almost always "problems" that could be worked on. There are almost always improvement goals in education that we would like to be working toward.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the problem. Problem statements are constructed from a description of a problem situation. Compare the following efforts to state a problem.

> We have a communication problem among our faculty.
>
> We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but that share enough detail to give interested people enough information to try it out in their own setting.

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned...."

2. Who is causing it? The members of the teaching teams seem to see themselves as mainly responsible. "...we haven't given adequate attention...."

3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "We need ways of sharing...."

4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "...ways of sharing that don't take up time of those to whom a particular idea is not relevant, but that share enough detail to give interested people enough information to try it out in their own setting."

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation. It might require many, many pages of writing to describe the entire problem situation. Describing the problem situation is not the same as writing a problem statement. A problem statement answers the four guideline questions in focusing on one, specific improvement goal within the problem situation.

The second kind of confusion arises from needing to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicate that you should do so. In the early stages of working on a problem, I may have quite erroneous ideas about what kind of problem it is or what the improvement goal should be. By stating specifically what I think is the case, I'll know what to explore. I will be clear about what to change in the statement any time new information shows my initial ideas were wrong. The problem statement should be as specific as possible, but always open to change in the light of new understanding.

Four Guidelines

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement:

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people?

Is it an entire organization? Is it the community or society at large?

2. *Who is causing it*? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is rarely the case. There is usually some person or persons who could influence things to be different. Consider the same possibilities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

3. *What kind of a problem is it*? There are many ways to classify kinds of problems. The following considerations may prove helpful:

    There is lack of clarity or disagreement about *goals*.

    There is lack of clarity or disagreement about the *means* of achieving goals.

    There is a lack of *skills* needed to carry out a particular means.

    There is a lack of *material resources*.

    There is *inaccurate communication*.

    There is *too little* or *too much communication*.

    People have a *different understanding* of the same thing.

    There is *insufficient time* or *schedules* don't coincide.

    Roles are lacking or inappropriate.

    Norms are restrictive, unclear or misinterpreted.

    There are *conflicts of ideology*.

    There is a lack of clarity or a conflict about *decision making*, e.g., power struggles.

    Expression of *feelings* is inappropriate or inadequate.

    There is conflict related to *individual differences*.

4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal is reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The more clear you are about your intended target at any given time, the more likely you will be to recognize that it is an incorrect target should this prove to be the case.

Problem Situation

Choose a situation that dissatisfies you.

1. Write here the situation, stating the difference between the way you think things are now and the way you think things should be.

Problem Statement

2. Write your statement of problem, basing it on the problem situation you have written, by answering the following questions:

   a. Who is affected by the unsatisfactory situation?

   b. Who is causing, or is responsible for, the unsatisfactory situation?

c. What kind of a problem is posed by the dissatisfaction?

d. How will things look when the situation is improved (what is your improvement goal)?

Write a paragraph that incorporates the answers to the four questions above and that says enough about the situation to communicate to another person. Now you have a problem statement.

3. Make some guesses about what skills you will need to contribute to achieving this goal. Make your list descriptive, e.g., how to build an agenda, how to implement decisions, how to report feelings.

INSTRUCTIONAL STRATEGY
SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 4	Paper 10	1. Present Paper 10: Agenda for Session 4. Review purposes and objectives.
30	2. Form practicum teams		2. Make a proposal for procedures to form practicum teams and/or ask participants to suggest ways of forming teams. Share any information that concerns previous agreements about team formation. Use instructional supplement to guide formation of practicum teams. Announce that beginning with the next activity, participants will begin to work together as a team to prepare for training others in the practicum. Although additional work will be done as members of various trios during the remaining activities of the workshop, their task now is to choose those people with whom they would like to team up with for the practicum experience.
35	3. Clarify problem statements in teams	Chart	3. Announce that each person is to share his problem statement written at the close of Session 3. Demonstrate application of four criteria for writing a problem statement by asking that someone volunteer to read his problem statement. Respond by paraphrasing what he has said by answering the four following questions: For example, "From what I've heard,____is affected;____is

SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
	3. (continued)		causing it; the kind of problem is that____; your goal for improvement is____. Is this correct?" After sufficient time is spent demonstrating, instruct participants to take turns reporting their problem statements to each other. One person reports, the other two check for correct application of criteria by using the paraphrasing technique as demonstrated. Announce that each person will have 10 minutes. Time will be called at the end of each round. Call attention to newsprint chart illustrating paraphrasing response.
10	4. Write a force field	Paper 11 Chart	4. Explain the key concepts in Paper 11: Force Field Diagnostic Technique. Demonstrate the force field technique briefly. Allow time for scanning Paper 11. Instruct delegates to work individually and to write a force field on their problem statement as they now see it, using the form provided on page 4 of Paper 11. Depending on data generated in writing their force field, some additional time may be required to revise the goal and/or problem statement.

SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
15	5. Write a force field analysis	Paper 12	5. Refer to Paper 12: Force Field Analysis. Direct participants to read the paper and do an analysis of their force field.
15	6. Share force field analysis in teams		6. Direct participants to share their force field analysis in their teams and get help in evaluating forces.
15	7. Identify skills needed	Paper 13	7. Review Paper 13: Skills I Need to Acquire with participants. Indicate that people usually have, would like to acquire, or need to improve some of those skills to become more effective in working with others in groups. Participants may want to individualize their lists by adding to those skills already shown. Direct participants to follow instructions on Paper 13.
5	8. Review of events	Paper 2	8. Take a few minutes to review where we have been and where we are going; refer to Paper 2. Encourage trainees to share reactions.

NOTE: Warn skills trainers that although they may already know and feel comfortable with the concepts of force field analysis, participants coming into the practicum GPS workshops will probably have had little or no information about them.

INSTRUCTIONAL SUPPLEMENT
SESSION 4, Step 2

Suggested Guidelines for Forming Practicum Teams

1. You need to know if any group participants came to the workshop expecting to work as a team or as teams.

   There are times when a school district or a school building sends several individuals, expecting them to work as a team. You should honor this expectation and group these people as pairs and trios appropriately.

2. The workshop may consist of a group of people who come not expecting to work in a team with any particular person. In cases like this you have at least two alternative ways of forming the practicum teams: (1) you can form teams of two or three persons depending on the total number of participants and the number of GPS practicum workshops available; (2) you can identify for yourself some criteria for forming the teams (e.g., men and women in each team, teams made up by role similarity or by role dissimilarity, or teams made up by resource complimentarity); and (3) you can design a brief get-acquainted exercise and ask people to group themselves in teams of two or three persons each.

AGENDA FOR SESSION 4:
FORCE FIELD ANALYSIS AND DATA UTILIZATION

Paper 10
130 minutes

Purposes: To enable participants to test their problem statements against guidelines for writing a problem statement.

To enable participants to apply principles of force field analysis to the problem they selected.

To form teams for conducting the practicum workshop.

Objectives: Given instructions for a trio round robin, participants will take turns in reporting their problem statements and check to be sure the guidelines are being met.

Given a paper about force field and force field analysis, and given a set of instructions, each participant will produce his own force field analysis.

Given Paper 13: Skills I Need to Acquire, participants will identify those skills they need to become more effective in working with others.

Steps:

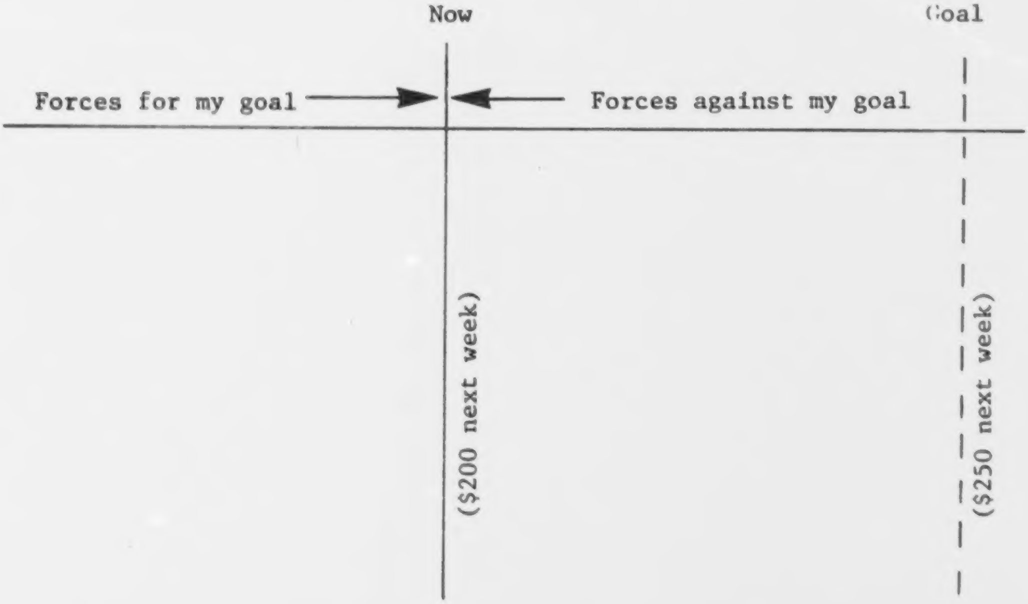
1. Introduction to Session 4
2. Form practicum teams
3. Clarify problem statements in teams
4. Write a force field
5. Write a force field analysis
6. Share force field analysis in teams
7. Identify skills needed
8. Review events

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation exists at any given moment because sets of counter balancing forces are keeping it that way.

For example, let's look at the amount of money I am apt to earn next week. Let's say it should be about $200. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than $200 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids.

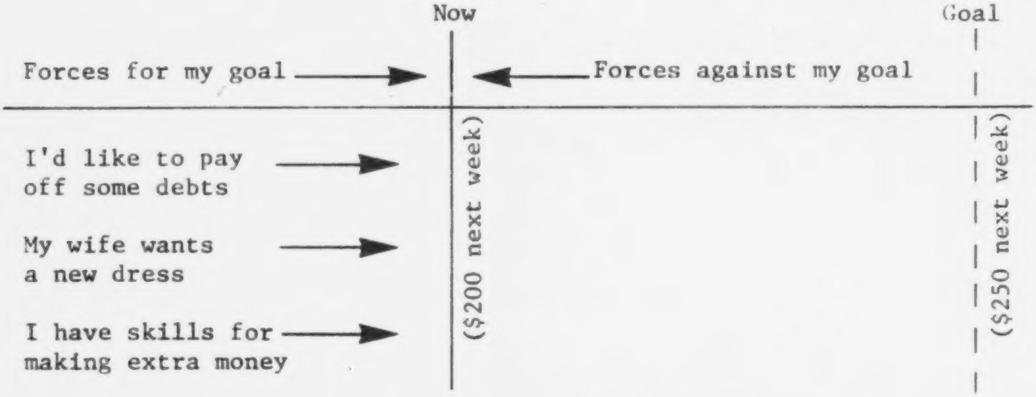
In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right side of the page which represents how you would like things to be. For example, if I wanted to earn $250 next week instead of my usual $200, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.



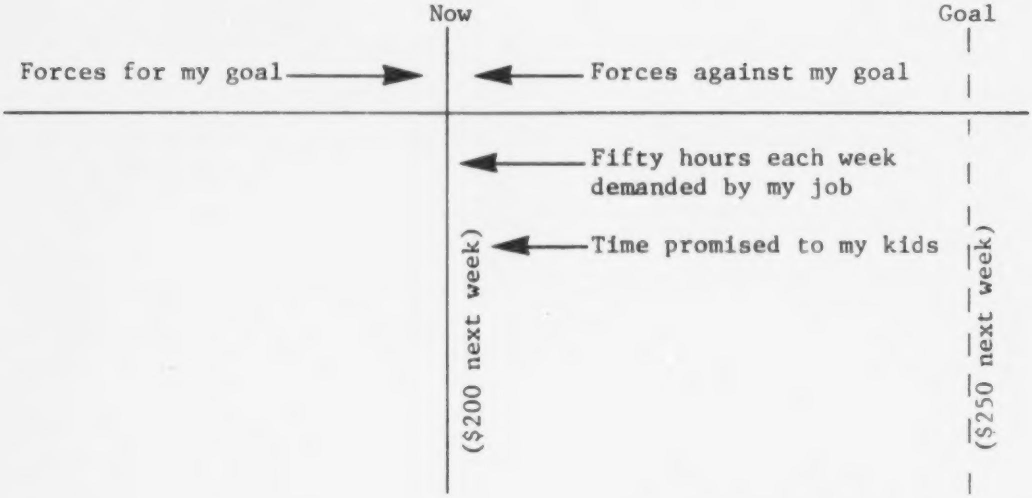
Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.


Now
Goal
Forces for my goal
Forces against my goal
I'd like to pay off some debts
My wife wants a new dress
I have skills for making extra money
($200 next week)
($250 next week)

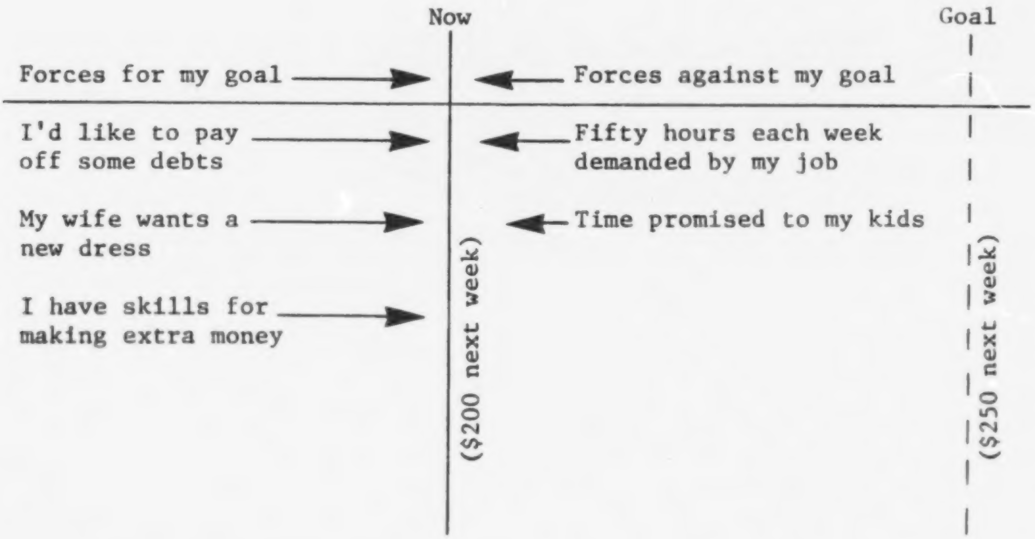
Then I would write down all of the important forces I can think of that could push against movement toward my goal. I write these on the right side of the diagram with an arrow pointing away from my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.



Now I have a complete force field, looking like this:

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.


Now
Goal
Forces for my goal
Forces against my goal
I'd like to pay off some debts
My wife wants a new dress
I have skills for making extra money
Fifty hours each week demanded by my job
Time promised to my kids
($200 next week)
($250 next week)

Here are some guidelines to help make the force field diagnostic technique a powerful one for you.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." A force is stated most helpfully when written in such a way that someone else reading it would know who to go to and what to ask to get a fuller understanding of what is involved in each force.

2. Try to state discrete forces rather than global ones. A force can often be broken down into further subparts. For example, a force such as, "I find it hard to lose weight," might break down to three more discrete forces as follows. "I get a headache when I skip a meal." "My wife often serves rich desserts." "Television ads get me thinking about eating in the evening." Sometimes you can think of ways to break down a force into even more discrete subparts by considering the forces for and against changing a force.

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories o forces in:

Yourself: "I get a headache when I skip a meal."

Other Individuals: "My wife often serves rich desserts."

Groups: "We often share materials in our department."

Organizations: "The district gives salary credit for this training."

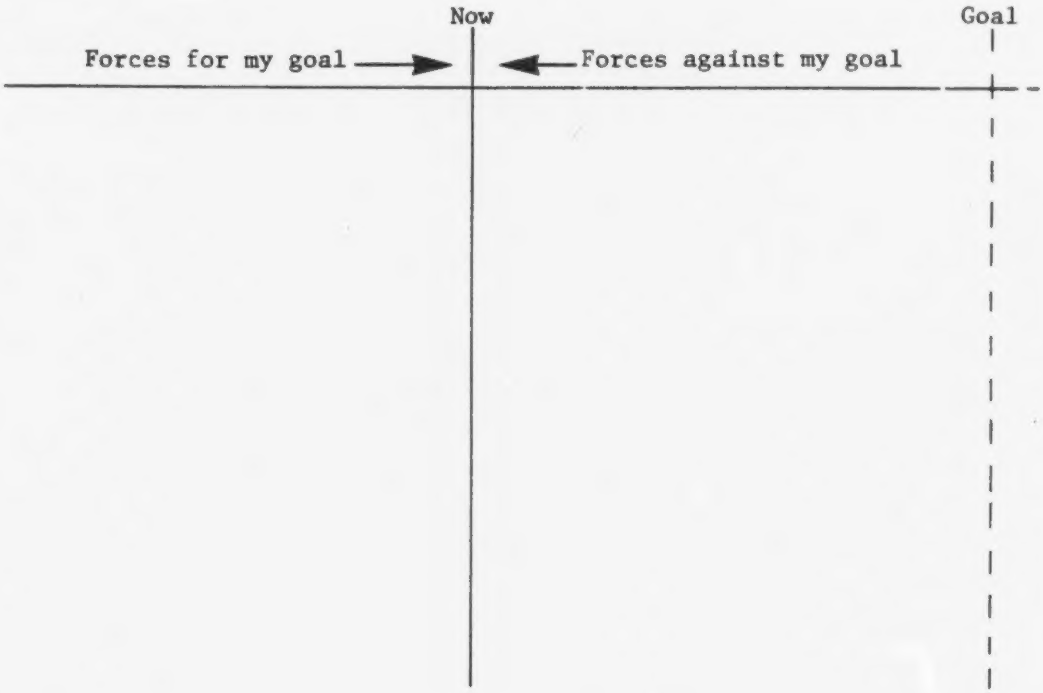
Society: "Television ads get me thinking about eating."

Write your force field here.

Your problem statement ______________________________

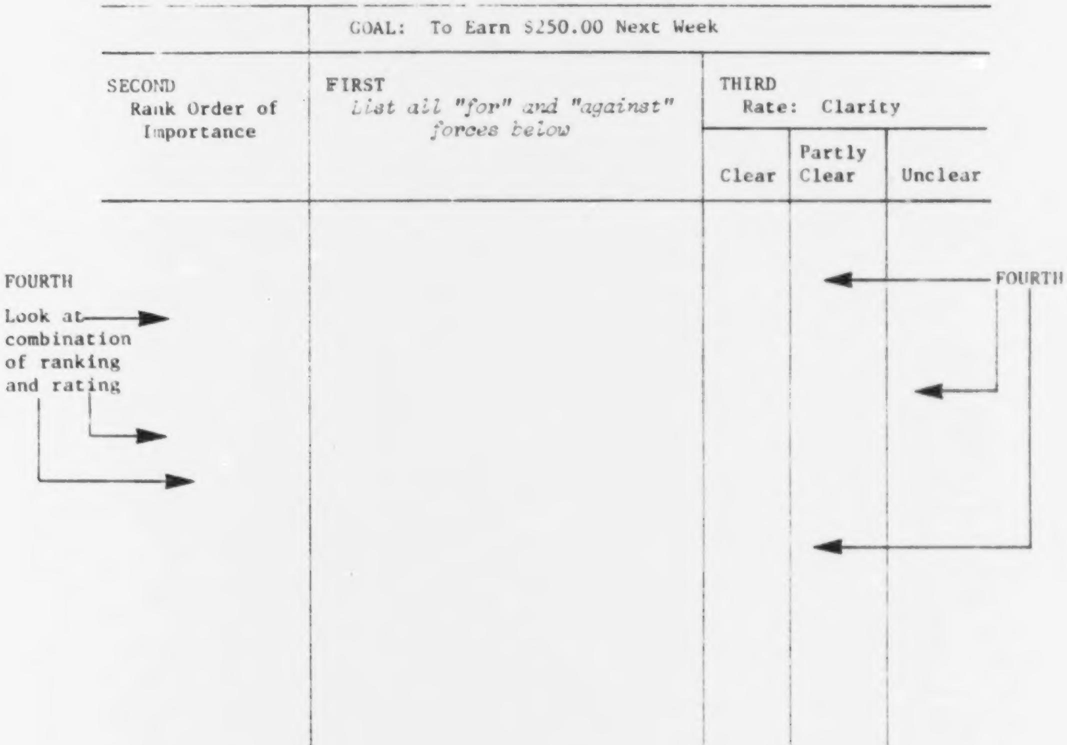
____

____



In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that maintain a situation at any given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation that concern you. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or to give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail.

Here is an illustration of a completed force field analysis. Instructions for doing the analysis follow.


GOAL: To Earn $250.00 Next Week
SECOND
Rank Order of Importance
FIRST
List all "for" and "against" forces below
THIRD
Rate: Clarity
Clear
Partly Clear
Unclear
FOURTH
Look at combination of ranking and rating
FOURTH

FIRST, produce one list from your "for" and "against" forces. The force field analysis treats all the forces--for and against--as one list.

SECOND, numerically order these forces according to their importance in achieving your goal. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward your goal. Change may be defined as altering a situation in any or all of the following four ways:

1. Adding a force
2. Eliminating a force
3. Strengthening a force
4. Weakening a force

You would, therefore, rank as No. 1 that force which you believe, if changed in any of the four ways, would result in the most movement toward the desired goal. Force No. 2 would be that which you believe, if changed, would yield the second most movement toward the goal. Continue in this manner until you have rank ordered all of the forces for and against movement toward the goal.

THIRD, each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force...examine each statement in terms of being able to show objective data about its importance, who is involved in it, exactly how and why it is operating. Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as having objective data with which you could stand up in court and prove your case for this actually being the force you say it is beyond a shadow of a doubt. Rate each force as to whether you are clear, partly clear or unclear about it in these terms.

FOURTH, look at the combination of ranking and rating. Forces which have a high ranking of importance, but which you are unclear about, are obvious candidates for further exploration. Your ranking and rating analysis will help you identify those skills you need to acquire or increase to improve your own group work.

In this workshop you will use your force field analysis to help you identify and prioritize skills you need to acquire or increase. This will help you improve the situation within your group.

Turn the page and use the form provided to analyze your force field.

Use this form to analyze the force field you wrote on page 4 of Paper 11.

	GOAL: To Earn $250.00 Next Week			
SECOND Rank Order of Importance	**FIRST** *List all "for" and "against" forces below*	**THIRD** Rate: Clarity		
		Clear	**Partly Clear**	**Unclear**

FOURTH

Look at combination of ranking and rating

FOURTH

SKILLS I NEED TO ACQUIRE

Paper 13

So far you have produced four profiles identifying issues and problems in your group. You have written a problem statement and have analyzed that problem using the force field technique. Paper 4: Dimensions Essential to Group Growth, and Paper 8: Skills Needed by Members of Productive Groups, have provided resources and guidelines for clarifying issues and problems.

Having identified and prioritized forces for and against your stated goal, the immediate concern now is to determine the skills you think you need to acquire or improve. Your objective is to increase your effectiveness in dealing with the issues and problems in your own working activities.

The exercise that follows asks you to select those skills which you feel will help you the most. Choose the ones that will give you knowing and doing skills which allow action alternatives that increase the "forces for" or decrease the "forces against" those shown on your force field.

Your work in Sessions 5, 6 and 7 will provide you the opportunity to share your list of skills with others and to get help in clarifying the relevance and the applicability of the skills you selected.

Together with the entire group, you will establish the priority of the skills you think are needed by this group as a whole. Beginning with Session 8, the senior trainer will select and conduct some skill training exercises. They will base their selection of exercises on the final group list and on the data they have gathered from those activities in the first seven sessions...but more about that later.

Individual Work

1. Review the list of skills presented below.

2. Look at your force field analysis again and determine what skills from the list below most likely would enable you to increase the forces for achieving a goal and/or solving a problem.

3. Place a check mark by the skills listed which you think you need to acquire or improve. You may think of others to add.

You will share your force field analysis and your list of skills during Session 5.

Problem Solving Skills, such as:

___ Identifying problems

___ Doing force field analysis

___ Collecting data

___ Deriving implications and action alternatives

___ Brainstorming

___ Planning for action

___ Evaluating action plans

___ Others

Interpersonal Communication Skills, such as:

___ Listening carefully and speaking clearly

___ Describing behavior

___ Describing feelings

___ Giving and receiving feedback

___ Helping and being helped

___ Increasing two-way communication

___ Coping with communication under pressure

___ Others

Group Process Skills, such as:

___ Observing and analyzing group interaction

___ Dealing with clear and unclear goals

___ Making decisions in groups

___ Taking leadership roles

___ Increasing group productivity

___ Choosing appropriate leadership styles

___ Dealing with group pressure and conformity

___ Dealing with conflict

___ Using group resources

___ Spotting and dealing with effects of hidden agendas in a group

___ Increasing awareness of helping and hindering behaviors in group problem solving

___ Identifying various effects of leader behaviors on group interaction

___ Giving and receiving help in a group

___ Identifying effects of various participation behaviors on group work

___ Influencing and being influenced by others

___ Analyzing and diagnosing problems in groups

___ Identifying effects of giving and receiving directions from another group

___ Others

INSTRUCTIONAL STRATEGY
SESSION 5: IDENTIFYING SKILL NEEDS

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 5	Paper 14	1. Present Paper 14: Agenda for Session 5. Review the purposes and objectives.
45	2. Share force field analysis and list of skills		2. Form new trios for this exercise. Direct participants to follow trio round robin procedure as follows: Person A (sharer), reports his work of analyzing forces and ranking, rating and identifying skills needed. Persons B and C suggest additional forces and skills needed, question and seek clarification. Rotate every 15 minutes until each person has had an opportunity to report and receive help.
10	3. Review Dimensions Essential to Group Growth	Paper 4	3. Refer to Paper 4: Dimensions Essential to Group Growth. Direct participants to read it again.
15	4. Write a list of skills		4. Instruct participants to work individually for 10 minutes and write a list of knowing and doing skills they need and want to acquire basing their list on Papers 4, 8 and 13.
15	5. Review work done up to now		5. Direct trainees to individually review all their work from the beginning of Session 1. They should reflect on all statements and write or rewrite as needed. Tell them to consult with team members if desired; and to refer to all theory papers.

AGENDA FOR SESSION 5: IDENTIFYING SKILL NEEDS

Paper 14
90 minutes

Purpose: To enable participants to produce a list of skills needed for more effective group work.

Objectives: Given directions for a trio round robin and a self-generated list of skills related to a force field analysis, participants will report to their trio the skills identified and will receive suggestions for additional skills needed.

Given review of theory input on Dimensions Essential to Group Growth, participants will react to each other's lists.

Given instructions for individual work, participants will review all work up to now, making revisions as they see fit.

Steps:

1. Introduction to Session 5
2. Share force field analysis and list of skills
3. Review Dimensions Essential to Group Growth
4. Write a list of skills
5. Review work done up to now

INSTRUCTIONAL STRATEGY
SESSION 6: RECORDING GROUP SKILL NEEDS

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 6	Paper 15	1. Present Paper 15: Agenda for Session 6. Review purpose and objectives.
20	2. Identify high priority skills		2. Ask trio participants to share the lists they produced in Session 5. Direct trios to select three or more skills from their lists which they agree are most needed in their back home groups.
50	3. Produce and discuss two group skill needs assessments	Charts Flow pens Paper 16 Paper 17	3. Divide all participating trios into Groups A and B. Announce that each group will be taking turns observing and collecting data while the other group pools their information. Read Paper 16: Procedures for Producing a Skill Needs Assessment* with participants. Ask for a volunteer to do the necessary recording during Step III of the procedures. Reinforce the procedures and indicate that Group A will begin sharing. Remind participants that you will be calling time at the end of the 20 minutes allowed for each group to work together. Encourage them to go to the chart as directed in Paper 16. Introduce Paper 17: Data Collection Worksheet. Tell observers (Group B for the first round) to be prepared

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*NOTE: See the sample on page 62 of how a completed Skill Needs Assessment chart might look.

SESSION 6: RECORDING GROUP SKILL NEEDS

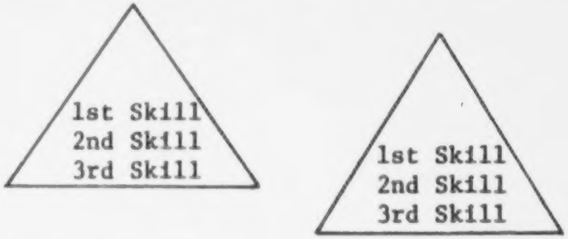
Minutes	Steps	Materials	Directions
	3. (continued)		to use it according to instructions. More information on its use is available on Paper 16. Direct the groups to begin.
30	4. Report observations		4. When the charts have been completed, indicate to Group B that they should begin their report to Group A from the data they collected on Paper 17. Allow 15 minutes for their report before interrupting for Group A to report to Group B. Call attention to the fact that the activity just completed will be done differently in the GPS workshop. Give emphasis to the following: a. Instead of Groups A and B the whole GPS workshop will report in trios and the skills trainers will be the only ones observing and collecting data using Paper 17. b. It is probable that the members of the GPS workshop will produce a more diversified list of skills than the skills trainers did. c. It is likely that the GPS workshop participants will be less familiar with problem solving and communication skills and may experience some difficulties with their discussion. Don't give in to any temptation to help make the discussion better. You are getting important information about possible skill training exercises.

INSTRUCTIONAL SUPPLEMENT
SESSION 6: RECORDING GROUP SKILL NEEDS

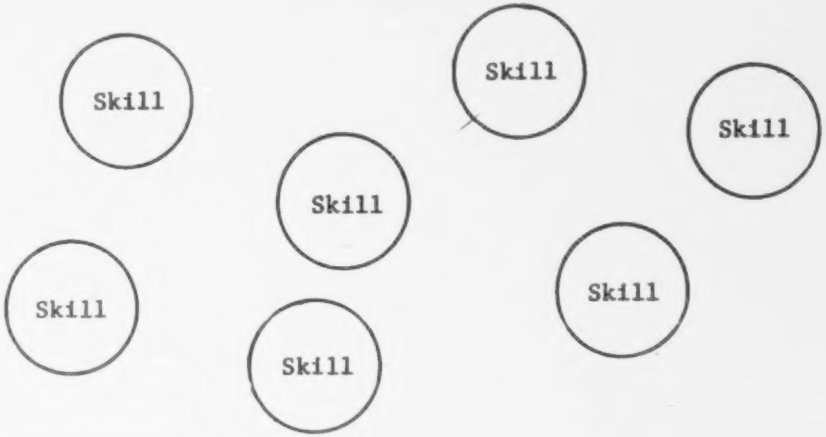
Sample of how a completed Skill Needs Assessment Chart may look.

SKILL NEEDS ASSESSMENT

Step I: Pool Group Information--HOW TO



Step II: Add Individual Information--HOW TO



Step III: Frequency of Skills Recorded

1. Skill -- 13
2. Skill -- 9
3. Skill -- 8
4. Skill -- 5
5. Skill -- 1
6. Skill -- 1
7. Skill -- 1
8. Skill -- 1

AGENDA FOR SESSION 6:
RECORDING GROUP SKILL NEEDS

Paper 15
105 minutes

Purpose: To give participants the opportunity to produce a list of high priority skills needed by the whole group.

Objectives: Given a set of instructions for producing a skill needs assessment, each group will take turns in recording and evaluating their lists of skills and in exchanging information collected while observing each other.

Steps:

1. Introduction to Session 6
2. Identify high priority skills
3. Produce and discuss two group skill needs assessment
4. Report observations

A. PROCEDURES FOR PRODUCING A SKILL NEEDS ASSESSMENT

Paper 16

Step I: Pool Group Information

One person from each trio will go to the newsprint chart labeled SKILL NEEDS ASSESSMENT and do the following:

1. Draw a large triangle in the space provided.
2. Write the three top priority skill needs of his trio inside the triangle.

Step II: Add Individual Information

After trio priorities are recorded anyone who wishes may record individual high priorities, as follows:

1. List any individual high priority skill needs from your Session 5 list not included in the trio report which you wish to record.
2. Draw a circle around each skill need you list.

Step III: Discuss the Information on the Chart

1. List the skill needs recorded according to the number of times they appear. List the skill appearing most often first, and so on.
2. Discuss each skill listed, answering the following questions:
   a. What is the meaning of this skill for us?
   b. Why is this skill important to us?

B. PROCEDURES FOR OBSERVING AND COLLECTING DATA

Paper 17: Data Collection Worksheet, will be used by skills trainers **in Session 6 of GPS workshop.**

Step I: Collect Information About the Group You Observe

1. Use Paper 17 as your observation worksheet.
2. Write as many observations about the group as you can.

Step II: Make a Report of Your Observations

1. The reports will come after discussions of Group A and Group B have been completed.
2. The purpose of the reporting will be to discuss the observations and to clarify the use of the worksheet.

DATA COLLECTION WORKSHEET

1. Use this form to collect data relating to process skills being used by this group as it develops its list of skills needed.

Things to watch for	Write here key words or phrases to help you recall something going on RIGHT NOW that gives you clues about what the issues and skill needs are. These may be different from what people say they need.	As you observe, or after observing, you may use the following list of dimensions essential to group growth, to help you think about what you have observed. Refer to Paper 4 for details.
Nonverbal clues: Expression of feelings: Disagreements: Evidences of confusion: How much emphasis is given to what:		Membership Influence Feelings Roles Communications Goals Perception Individual Differences Productivity

2. Prepare to make a preliminary report of some of your observations, including possible additions to those skills listed by the group. (Later, as a skills trainer, these observations and the chart will influence your selection of skill training exercises for your GPS group.)

INSTRUCTIONAL STRATEGY
SESSION 7: DATA ANALYSIS AND SELECTION OF EXERCISES

Minutes	Steps	Materials	Directions
Part I: 5	1. Introduction to Session 7, Part I and Part II	Paper 18	1. Present Paper 18: Agenda for Session 7. Point out that Session 7 will require two 90-minute periods.
15	2. Review Guidelines for Selecting, Sequencing and Conducting Exercises	Paper 19 Paper 20	2. Present Paper 19: Guidelines for Selecting, Sequencing and Conducting Exercises. Present Paper 20: Catalog of Exercises. Announce that both of these papers will be used in the next activity. Review the guidelines for selecting and sequencing exercises in Paper 19.
75	3. Select and sequence	Paper 21	3. Announce that this activity will take 75 minutes. The task for each team of skills trainers is to select and sequence three exercises according to the data gathered on this workshop group. Each team will report on newsprint their selection and sequence, including rationale. Refer to Paper 21: Exercise Selection Worksheet. Explain that necessary analysis work and selecting and sequencing will be done on Paper 21. Tell participants they will need Papers 17, 19 and 20, as well as the assessment charts from Session 6, as resources for this activity. Tell them to work in teams to fill in Paper 21. Tell them to prepare a report on newsprint for sharing. The report should include their rationale for selection and sequencing.

SESSION 7: DATA ANALYSIS AND SELECTION OF EXERCISES

Minutes	Steps	Materials	Directions
Part II: 70	4. Share and discuss team reports	Chart	4. Instruct teams to begin reporting to the group as a whole. The rest of the group will critique each report by applying the criteria in Paper 19: Guidelines for Selecting, Sequencing and Conducting Exercises. Announce starting time for Session 8 and the exercises to be used in Sessions 8 and 9. If the senior trainer thinks it appropriate and relevant, a report of his own work on Papers 17 and 21 can be presented to share his rationale for selecting the exercises to be used with this workshop group in Sessions 8 and 9.
10	5. Evaluate Sessions 1 through 7		5. Conduct a discussion on the questions, "Where are we now? How do you feel about your work?"
5	6. Announcements		6. Announce that you will conduct exercises in Session 8 and 9, and give starting time.

AGENDA FOR SESSION 7: Paper 18
DATA ANALYSIS AND SELECTION OF EXERCISES Two 90-minute periods

Purpose: To enable skills trainers to practice applying guidelines for selecting and sequencing skills training exercises.

Objectives: Given a set of instructions, work done in Session 6--Paper 20: Catalog of Exercises, and Paper 19: Guidelines for Selecting, Sequencing and Conducting Exercises, participants will apply the guidelines to the selection and sequencing of three skills training exercises, report their selections and receive reactions from group members.

Steps:

1. Introduction to Session 7, Part I and Part II
2. Review Guidelines for Selecting, Sequencing and Conducting Exercises
3. Select and sequence three exercises
4. Share and discuss team reports
5. Evaluate Session 1 through 7
6. Announcements

GUIDELINES FOR SELECTING, SEQUENCING AND CONDUCTING SKILLS TRAINING EXERCISES

Paper 19

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Skills Trainer Functions 71

Guidelines for Diagnosis 72

Guidelines for Selecting and Sequencing Skills Training Exercises 73

Guidelines for Modifying Skills Training Exercises 75

Guidelines for Conducting Skills Training Exercises 78

Sample Exercise Evaluation Form 82

Copy of Paper 17: Data Collection Worksheet 83

The roles of the skills trainer in the first five sessions of a Group Process Skills workshop are as manager of an instructional system and as facilitator of information production. The information generated in this process provides the basis for the skills trainer to fulfill three additional roles. The new roles introduced in Sessions 6 and 7 are diagnostician, designer and trainer.

Conducting a skills training exercise is more than simply taking an exercise out of the bag; and it is different from spontaneous trainer interventions, as in an unstructured situation like a T-group. It is making deliberate decisions about a skills training exercise, taking seriously the involvment of the participants in producing a skill needs assessment, retaining the role and expertise of the skills trainer and accepting responsibility for making judgments about the selection and sequencing of exercises. The skills trainer roles of diagnostician, designer and trainer call for sensitivity when diagnosing skills needs, selecting exercises and conducting exercies following specifications and relying on the helper-helpee context in groups of two, three or more for the major teaching-learning transaction to take place.

As diagnostician the skills trainer must study the skill needs assessment information generated in the group to determine what is being said, to identify areas of skill needs and to make a preliminary judgment of kinds of skills the information indicates may be required.

As designer the skills trainer selects, adapts as necessary and sequences skills training exercises so that the exercises and the order in which they are presented are seen by GPS workshop participants as meeting their skill needs.

In his role as trainer the skills trainer makes careful preparation for conducting each exercise selected following guidelines provided. Fulfilling the role of skills trainer requires staying true to the processes provided in order to be relevant to the skill needs identified by the participants.

Paper 19 contains guidelines for the skills trainer to help in the processes of diagnosing the situation in the group; selecting, adapting and sequencing exercises; and conducting selected skills training exercsies. Following the guidelines and utilizing the worksheets provided will increase the probability that the particular skills training exercises selected will be on target for the participants.

Data Collection

For the first six sessions:

1. Listen to trio discussions and make notes during first six sessions as the participants produce data on their skill needs for group work.

2. During Session 6, observe the group producing a skill needs assessment. Make notes of your observations and impressions, using the worksheet provided. (Paper 17)

Analysis of Data

During the intermission between Sessions 6 and 7:

1. Use the information collected by you and the others in your training team as a basis for analysis and diagnosis during intermission between Sessions 6 and 7.

2. Review Paper 17 and discuss its importance for selecting skills training exercises.

3. Apply criteria for problem identification, force field analysis, ranking and rating to determine skill practice requirements of highest priority. (See Papers 9, 11, 12.)

4. Complete Steps 1, 2 and 3 of Paper 21.

Selecting

The selection of particular exercises should be based on two considerations--relevance and feasibility.

> Relevance can be judged by the extent to which the stated purposes and procedures of a particular exercise are congruent with the analysis of the skill needs assessment. Sometimes a slight modification in an exercise can result in increased relevance.
>
> Feasibility is determined by checking to see if the requirements of the exercise (time, number of people, facilities, space and the composition of the group) make doing the exercise practicable. Sometimes a slight modification can lessen feasibility complications.

Refer to Paper 20: Catalog of Exercises, pages 84-97. Your selection should be recorded in Step 4 of Paper 21.

Sequencing

The sequencing of a group of exercises into the order in which they will be conducted implies a rationale for the sequence. A rationale should make explicit: (a) goals and purposes derived from the analysis of the skill needs assessment and (b) some principles that explain the reasons for the particular order in which the exercises are sequenced.*

Here is a list of several principles:

1. Start with technically simple exercises and move toward more complex exercises.
2. Start with conceptually simple exercises and move toward conceptually more complex exercises.
3. Start with exercises that focus on person-to-person skills and move toward exercises involving group skills.
4. Start with group skills exercises and move toward person-to-person skills exercises.

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*NOTE: Your sequencing and rationale should be recorded on Step 5 of Paper 21.

5. Build a sequence around a particular focus, e.g., problem solving, decision making, coping with conflict.

6. Build a sequence based on providing prerequisite skills practice, e.g., before attempting skills practice for coping with conflict, provide skills practice in problem identification, value clarification and negotiating.

7. Others.

It may be that during the GPS practicum workshop you will be working under so much pressure that you will not have time to modify exercises to any extent. You probably will be intent on selecting, sequencing and conducting exercises as they are written to ensure gaining practice in their use. In future GPS workshops, as you increase your skills, you will be more likely to have the time and energy to apply the guidelines below for modifying exercises as appropriate.

A. Reasons for modifying an exercise include to:

1. Serve a different purpose and objective
2. Serve additional objectives
3. Increase or decrease emphasis in a particular issue or skill
4. Comply with time or space requirements
5. Allow for different grouping
6. Reflect the theoretical bias of the skills trainer
7. Call attention to a theoretical construct
8. Make an exercise comply with criteria for a complete exercise

B. An exercise is incomplete when the stage setting for the exercise is missing or inadequate, or when the exercise does not provide adequately for learning from the activities, i.e., inadequate debriefing, evaluation, application at home.

C. Stage setting refers to the way an exercise is introduced to the participants to help build their expectations concerning the primary emphases of the exercise and the cognitive and/or behavioral skills to be acquired.

Modification is achieved by stage setting, that is, by building the appropriate expectations in reference to purpose, goals, emphasis, activities, outcomes.

For example:

1. Present newsprint chart with restatement of purposes and objectives
2. Present on newsprint a set of key questions that will focus attention on specific skills or dimensions

3. Revise observers' sheets to enable participants to focus attention on specific concepts, skills, dimensions

4. Ask participants to brainstorm information about a specific topic, skill, dimension

D. If the exercise as written does not provide for learning from the activities you may want to select activities to involve participants in deriving implications from the concepts and experiences in the exercise.

For example:

1. Ask individuals to reflect and write on the topics: "What specific thing I've learned which I can do something about," or "One thing I can try out in my own situation."

2. Ask pairs to share their ideas and help each other think of ways to implement their plans.

3. Conduct a general discussion in which everyone's ideas are received, displayed and discussed.

4. Present a final input, as appropriate.

E. When an exercise is modified the following tests should be applied to the modification:

1. Does the modification include an explicit statement of purpose showing clearly what is to be accomplished?

2. Are changes in sequence or activities internally consistent with the modified purpose?

3. Is the stage setting for the exercise provided?

4. Is provision made for learning from the activities in the exercise?

5. What evidence will show that the purpose of the exercise is achieved? How will you know?

F. On the first page of each exercise you will find a chart identifying areas of skills (Paper 8) and dimensions essential to group growth

---

NOTE: Record any modification you think a selected exercise needs on Step 6 of Paper 21.

(Paper 4). This chart is considered an important tool in the utilization and application of the exercise. The information on the chart and the reference material on Papers 4 and 8 should enable you to clarify and sharpen your understanding of the primary focus of the exercise. In addition, the chart will alert you to a potential focus that may be selected to meet certain other skill needs of participants.

If you choose to modify the exercise, the use of the chart and its reference to Papers 4 and 8 constitute an important procedure in the selection of appropriate skill focus and dimension of group growth focus.

One important reason for checking the need to modify exercises is that in most cases the exercises in this collection for PETC-I were originated in the context of highly unstructured Laboratory training where the T-group method was used. In such situations certain exercises were directly related to the experiences participants were having within the larger context of the Laboratory. Trainers conducted the exercises either to reinforce theory presented at other times or to elaborate and enhance the experience participants were having in their own unstructured groups. Consequently, it is important for GPS workshop skills trainers to apply the guidelines for stage setting for each exercise with care and make adequate provision for debriefing and utilization of the experience in the exercise in relation to concrete back home situations. This is particularly true when using exercises from other collections.

Prepare to Conduct the Exercise

A. Review the purpose of the exercise

Check the purpose of the exercise to see if it coincides with your purposes for using it. If modifications are needed, provide for them.

B. Review the sequence of activities in the exercise

Any modifications or changes the skills trainer wishes to make must be tested against the purpose stated for the exercise. Major changes in the sequence or activities may change the purpose of the exercise.

C. Check the beginning and the end of the exercise

Experience in conducting exercises has shown that setting the stage for doing the exercises and providing an activity of debriefing or back home application decreases the "fun and games" impression many educators have had of skills training exercises.

D. Complete necessary advance work as follows:

Prepare charts

Secure supplies and equipment

Prepare necessary "props" (e.g., role briefing sheets, puzzles to be completed)

E. Read in detail the theoretical material recommended for certain exercises to assure better understanding of basic concepts.

Conduct the Exercise

Generally, conducting an exercise includes the following steps:

1. Setting the stage for the exercise
2. Doing the exercise
3. Debriefing it
4. Relating it to participants' local situations

Specifically, proceed with the exercise as follows:

1. Present the purpose of the exercise as briefly and clearly as possible.

2. Present the overview of the total sequence for each 90-minute period. Avoid elaboration or justification that will evoke arguing with the objectives or sequence.

3. Manage the activities of the exercise with deliberateness, limiting theoretical talk to the specific time provided.

    a. Take a few minutes to demonstrate new activities by role playing them with one or more persons

    b. Give clear and precise directions

    c. Keep time segments within designated limits

    d. Be sure there is time for adequate evaluation and for debriefing of the exercise.

Special Note on Conducting Exercises

Except where a modification is clearly required, conduct the exercise exactly as written to gain experience. The view held by the developers of this system is that initially adhering to the procedures as written will serve as a learning tool. More experience and increased confidence will then make it possible for the skills trainer to exercise some options and to make more modifications while maintaining standards for learning how to learn.

In some cases participants will resist the procedures by some means, such as unusual requests for clarification of instructions or by prolonged questioning of the procedure. Do not get trapped into extending the input or justifying the activity. Urge the participants to go ahead and try it out. After a few minutes you can intervene and repeat the instructions. Rely on the process of clarification that takes place within the context of a trio, a pair or a small group. This process will maximize people learning from each other and will foster less dependency on the skills trainer as the "authority-expert."

Data Collection on Skills Training Exercises

One of the objectives of this training is to help skills trainers assess the effectiveness of the skills training exercises they have selected for a particular group. Therefore, an exercise evaluation form similar to the one on page 82 may be used after completing some of the exercises. In the future this will help the skills trainer to make judgments about the appropriateness and relevance of certain exercises.

Where to Find More Exercises

Ten Exercises for Trainers, NTL--IABS
NTL Learning Resources Corp.
2817 N. Dorr Avenue
Fairfax, Virginia 22030

Twenty Exercises for the Classroom, NTL--IABS

A Handbook of Structured Experiences for Human Relations Training--Volume I, II, III and IV, by J. William Pfeiffer and John E. Jones
University Associates Press
P. O. Box 615
Iowa City, Iowa 52240

Research Utilizing Problem Solving (RUPS)
Commercial Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208

Interpersonal Communications (IPC)
Xicom, Inc.
Sterling Forest
RFD #1
Tuxedo, New York

Interpersonal Influence (INF)
Xicon, Inc.

Exercises in Sessions 1-5 of the GPS workshop. The first five sessions contain training for problem solving skills. These exercises have not been included in the collection of exercises. If your group states a need for problem solving skills and some of these exercises seem appropriate, they could be modified for use during the skills training sequence. The following papers may be useful:

Paper 5: Four Views of My Group
Paper 9: Four Guidelines for Writing a Problem Statement
Paper 11: Force Field Diagnostic Technique

Table of Contents, PETC-I: Part I

Paper 1: Agenda for Session 1: Orientation
Paper 2: Introduction to PETC-I: Skills Trainers Workshop

Paper 3: Agenda for Session 2: Initiating Needs Assessment
Paper 4: Dimensions Essential to Group Growth
Paper 6: Agenda for Session 3: Group Problem Identification
Paper 7: More About PETC
Paper 8: Skills Needed by Members of Productive Groups
Paper 10: Agenda for Session 4: Force Field Analysis and Data Utilization
Paper 12: Force Field Analysis
Paper 13: Skills I Need to Acquire
Paper 14: Agenda for Session 5: Identifying Skill Needs
Paper 15: Agenda for Session 6: Recording Group Skill Needs
Paper 16: Procedures for Producing a Skill Needs Assessment
Paper 17: Data Collection Worksheet
Paper 18: Agenda for Session 7: Data Analysis and Selection of Exercises
Paper 19: Guidelines for Selecting, Sequencing and Conducting Skills Training Exercises
Paper 20: Catalog of Exercises
Paper 21: Exercise Selection Worksheet
Paper 22: Agenda for Sessions 8-9: Applying Guidelines for Conducting Exercises
Paper 23: Agenda for Sessions 10-11: Modifying Skills Training Exercises
Paper 24: Exercise to be Modified
Paper 25: Agenda for Sessions 12-13: Preparing to Conduct an Exercise
Paper 26: Agenda for Sessions 14-17: Teams Conduct and Critique Exercises
Paper 27: Agenda for Session 18: Planning for the Practicum Workshop
Paper 28: Planning for the GPS Workshop
Paper 29: Agenda for Sessions 19-20: Summarizing Learnings
Paper 30: Interpersonal Relations Assessment
Paper 31: List of Skills Acquired
Paper 32: Imagining
Paper 33: Information About the PETC Program

SAMPLE EXERCISE EVALUATION FORM

Name________________________________ Exercise Number ________

Specifically, what insights and knowing or doing skills did you gain as a result of this exercise?

How do you see yourself using these learnings when you get back home?

How did you feel about this exercise?

Boring, Uninteresting	☐	☐	☐	☐	☐	☐	Engaging, Enjoyable

Did you gain useful, practical knowing and doing skills for your actual organizational work?

No useful help	☐	☐	☐	☐	☐	☐	Much useful help

DATA COLLECTION WORKSHEET

Sample Copy

1. Use this form to collect data relating to process skills being used by this group as it develops its list of skills needed.

Things to watch for	Write here key words or phrases to help you recall something going on RIGHT NOW that gives you clues about what the issues and skill needs are. These may be different from what people say they need.	As you observe, or after observing, you may use the following list of dimensions essential to group growth, to help you think about what you have observed. Refer to Paper 4 for details.
Nonverbal clues: Expressions of feelings: Disagreements: Evidences of confusion: How much emphasis is given to what:		Membership Influence Feelings Roles Communications Goals Perception Individual Differences Productivity

2. Prepare to make a preliminary report of some of your observations, including possible additional skills to those listed by the group. Announce that your own observations and the chart will influence your selection of skills training exercises.

CATALOG OF EXERCISES Paper 20

CONTENTS

Skills Focus for Each Exercise

Dimensions of Group Growth Focus for Each Exercise

Catalog of Exercises

1. Clear and Unclear Goals
2. Coping with a Conflict Situation
3. Decision Making Consensus (Two Versions)
4. Diagnosing Group Dynamics
5. Dimensions of Cooperation ("Five Squares")
6. Effects of Hidden Agendas
7. Entering a New Group I
8. Entering a New Group II
9. Giving and Receiving Feedback (Two Versions)
10. Group Pressure Toward Conformity
11. The Helping Relationship
12. The Hollow Square
13. Identifying Interpersonal Skills and Group Issues
14. Influencing and Being Influenced
15. Issues in Dealing with Conflict Situations
16. One-Way and Two-Way Communication
17. Patterns of Leadership Behavior
18. Personal Problem Analysis Program
19. Speaking Precisely and Listening Carefully
20. Style of Participating in a Decision-Making Group
21. Taking Task and Maintenance Roles in a Group
22. Task and Maintenance Roles
23. Using Resources in a Group
24. What to Observe in a Group

SKILLS FOCUS FOR EACH EXERCISE

SKILLS	EX	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1. Listening																				+					
2. Saying													+							+					
3. Openness			+		0	0		+	+	0		+			0				0						
4. Trust			+	0	0		+	+	+	0		+												+	
5. Feedback										+					+						+				
6. Awareness--own behavior			0			0		0	0	+	+			+	+	+			+	0	+	+	+	0	
7. Experiment--own behavior										+	+	0	0	+	+					0				+	
8. Contribute--group's self-awareness					0		+				0			0			+								
9. Problem-solving effectiveness		+	+	+	+	+	+					+	+			+			+						
10. Helping--group maintenance																									0
11. Group diagnostic ability			0		+									+		0		+				+	+	0	+
12. Overall effectiveness-group member																		0			+	0			+

Key

+ = Focus as written
0 = Potential focus

DIMENSIONS OF GROUP GROWTH FOCUS
FOR EACH EXERCISE

DIMENSIONS	EX	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1. Membership					+		+	+	+					+							+			0	
2. Influence			+	+	0	0	+			+	+	+	0	+	+			0			+			+	0
3. Feelings			+		+	+		+	+		+			+							+			+	
4. Individual Differences			0	0	0														0		0				
5. Productivity		+	+	+	+	0	0						+							0	+	0	0	0	
6. Roles														0	0			+				+	+		+
7. Communication				0			0			+	0	+	+	0			+			+	+			0	
8. Goals		+																	0						
9. Perception			0									0	0					+				+	+		+

Key

+ = Focus as written
0 = Potential

CATALOG OF EXERCISES

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
1	Clear and Unclear Goals 90 minutes	To identify and contrast the behavioral consequences of working toward clear and unclear goals or tasks. To produce a theoretical explanation of the nature of goal ambiguity on groups.	In small groups, tasks are assigned with time limits imposed. The first task is ambiguous and unclear; the second is specific. Debriefing focuses on the effects of clear versus unclear goals.
2	Coping with a Conflict Situation 90 minutes	To provide a way to examine an experience of coping with a conflict situation. To enable participants to reflect about possible changes they may want to make in the ways they cope with conflict situations.	This exercise will be enhanced by first doing Exercise 15, "Issues in Dealing with Conflict Situations." Fishbowl role play groups of eight work in role pairs. After mid-session coaching conference, players reverse activity and finish role play.
3	Decision Making Consensus Version A - NASA Version B - Black Grievances 2 1/2 hours	To compare decision making by consensus with individual decision making. To focus on the effectiveness of groups functioning together to solve a common problem.	Participants work individually to rank order twelve-fifteen items. Groups of six to eight then achieve consensus within the group on the rank assigned to each item. Finally, time is allowed to study the group's behavior in completing the task.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
4	Diagnosing Group Dynamics 90 minutes	To examine group processes by applying the tools of the problem solving process. To facilitate openness and trust building.	The group should have been working together for some time to generate sufficient data for the activity. Meeting alternately in groups of nine to fifteen and in pairs or trios, the participants work to decide the best ways to utilize skills training in group work. Work sessions of about 10 minutes alternate with study discussion sessions of about 5 minutes. The process is continued through three task meetings and three group process segments.
5	Dimensions of Cooperation, "Five Squares" 90 minutes	To focus attention on the definition and the need for cooperation in solving group problems. To increase awareness of behaviors. To receive feedback from others on the effects of behaviors that help or hinder effective problem solving in groups.	Five persons to a table. Three versions included. In groups of five, participants work at solving a puzzle that requires cooperation of all to complete. Each individual holds some parts to the solution, but to achieve individual success, all members must complete task.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
6	Effects of Hidden Agendas 90 minutes	To experience a situation where specific hidden agendas exist. To observe and identify clues to hidden agendas. To identify and discuss ways for dealing with hidden agendas. To derive implications for back home utilization of the exercise.	This exercise may not be appropriate as the first workshop experience. Clusters of eight to twelve persons are divided into two equal groups of role players and observers. Through a role playing activity with specific briefings for roles and guides for observers to follow, the activity focuses on hidden agendas, clues for spotting them and techniques for dealing with them.
7	Entering a New Group I 60 minutes	To begin the process of "getting to know" other group members. To serve as an icebreaker in stranger groups. To begin the process of sharing self-selected personal information with others.	Through a series of mixer exercises, individuals share information about themselves with other participants. Large group discussion stresses the uses to be made of these activities and focuses on what is involved in getting to know another person.
8	Entering a New Group II 60 minutes	Same as 7 above.	Same as 7 above.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
9	Giving and Receiving Feedback (Two Versions) 85-100 minutes	To practice giving and receiving feedback on self-chosen areas of behavior. To assess degree of helpfulness of such feedback. To analyze own and others' behavior as it affects other persons.	Participants need to have had an opportunity to get to know each other before experiencing this exercise. Working in pairs (Option A) or in trios (Option B) participants receive criteria for giving feedback and seek feedback from each other in self-chosen areas of behavior. Discussion in large group includes implications for group work.
10	Group Pressure Toward Conformity 90 minutes	To examine how group members influence each other. To experience group pressure toward conformity. To study the behavior of individuals being pressured to conform. To sharpen awareness of group interaction.	Clusters of twelve to eighteen persons are divided into two groups of six to nine people. Role play activity is structured to focus attention on pressure to conform effects of late comers on the productivity of a working group.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
11	The Helping Relationship 90 minutes to 2 hours	To analyze different aspects of the helping relationship. To apply workshop learning to back home problems. To experience seeking help with a problem.	Problem sharing in trio round. Roles of consultant, consultee and observer are described. Process is repeated three times allowing each person to function in all three roles.
12	The Hollow Square (Effects of Implementing Someone Else's Plans) 90 minutes	To sharpen observation skills. To study effects of one group planning something for another to carry out. To practice techniques of giving and receiving directions.	Works well after exercises such as 9, 11 or 29. Space requirement includes privacy for each team of eight (extra persons are used as observers). Groups of eight are divided into teams of four planners, four operators. Planners work separately to develop instructions for operators to use in putting together a puzzle (The Hollow Square). During the planning team's preparation time, operators develop a plan for responding to the directions.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
13	Identifying Interpersonal Skills and Group Issues 3 1/2 hours	To provide an overview of interpersonal processes and group processes. To increase awareness of own behavior and its effect on others. To increase ability to recognize forces (behaviors, attitudes) that affect groups.	Can be used either as an introduction or as a review of skills practice training. Utilizing various sized groups, ranging from pairs to total group, participants engage in a series of activities involving group work--function and skills required. Through guided observation, they study their own and group behavior as the activities are carried out. Tightly timed in very short (5- and 10-minute) segments.
14	Influencing and Being Influenced 2 hours minimum	To provide the opportunity to become aware of some of the issues of influencing and being influenced. To sharpen observation skills.	Working in trios, participants engage in three rounds of role play actively. Two members are given role briefings; the third serves as an observer using guide provided. Requires a room large enough to allow trios to work at role play without too much interference from other trios.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
15	Issues in Dealing with Conflict Situations 90 minutes	To utilize participants' past experiences with conflict situations to clarify their understanding of the nature of conflict situations. To enable participants to reflect about their own style of dealing with conflict situations.	This is primarily a cognitive exercise, in which participants individually and in trios engage in a number of activities to increase their understanding of conflict situations. Would be a good introduction to Exercise 2, "Coping With a Conflict Situation."
16	One-Way and Two-Way Communication 90 minutes	To highlight the process of communication. To demonstrate the effects and uses of two types of communication. To study communication in terms of attitudes, accuracy and time required.	Total group participants in a two-part exercise. A communicator verbally gives directions for drawing two equally difficult geometric designs. First, without group interaction; second, allowing questions. Requires assistance of three persons from the group to serve as communicator and observers. Classroom type seating.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
17	Patterns of Leadership Behavior 2 1/2 hours	To observe various patterns of leader behaviors and their effect on group interaction. To identify helping and hindering leadership behaviors.	Working in subgroups of six to ten people, participants develop and carry out a role play situation to demonstrate several different leadership patterns assigned to them. Four groups are provided for in the exercise as written. Requires some role-play development skill; should come late in workshop. Requires careful staff work and preparation.
18	Personal Problem Analysis Program 60 minutes to 2 hours	To provide the opportunity for individuals to apply problem solving tools to a personal problem the individual wants to solve.	Individuals are given a problem analysis program. They identify a personal problem with another person or group they would like to analyze and use the program to perform an analysis of the problem. The exercise includes an option to share the analysis with one or two others.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
19	Speaking Precisely and Listening Carefully 75 minutes	To sharpen listening-saying skills. To identify forces and factors that hinder effective communication. To contrast communication process in small groups (trio) with the process employed in larger groups.	Subgroups of three are formed to discuss a topic. Ground rules require paraphrasing before presenting own ideas. Size of discussion groups is gradually enlarged to include all participants. Topic for discussion should be relevant to group's experience; use controversial issues if possible.
20	Style of Participating in a Decision-Making Group 2 1/2 hours	To generate data for observation and analysis of styles. To rate self in participation style. To identify and practice helpful behaviors in group decision making task.	Two groups alternate in fishbowl exercise attempting to reach group agreement on rank ordering items on a list. Participants give and receive feedback on the leadership they exert in the working groups as well as rate themselves on their performance.
21	Taking Task and Maintenance Roles in a Group 90 minutes	To gain understanding about group roles that apply to task and to maintenance. To gain appreciation of the problems of perceiving roles accurately and achieving consensus about role behaviors.	Requires six role players; additional members serve as observers. Room arrangement: role players seated at a table in center with observers seated around them. This exercise may be enhanced by first doing Exercise 22.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
22	Task and Maintenance Roles 90 minutes	To identify and clarify group roles that can contribute to group task achievement and maintenance of group climate and good relations. To gain appreciation of perceiving roles accurately and achieving congruence in role behaviors.	Group is divided into trios. Each trio receives assignment to produce behavior samples for three roles from a list of twelve. Trios report their samples to the while group for members to identify the roles described. The actual assignment of roles is compared with the guesses of the group. This exercise may serve as an introduction to Exercise 21.
23	Using Resources in a Group 90 minutes	To observe and analyze group interaction. To contrast accepting versus ignoring feelings. To analyze what happens in groups when some members are rejected.	This exercise has the potential of developing very strong emotional reactions within the group. Care should be taken to select persons as consultant who, in the trainer's judgment, are self-assured and emotionally stable. This exercise should be preceded by other exercises such as 14, 21 and 22. Eight persons are seated in small circles as discussion groups. Through role play activity, participants engage in a meeting utilizing two resource persons. One is accepted by the group; the other, rejected.

Exercise Number	Exercise Title and Time	Exercise Purposes	Exercise Setting and Primary Activity
24	What to Observe in a Group 90 minutes	To increase observation skills, given a set of ideas and guidelines for observation and discussion.	Clusters of eight to twelve persons are divided into two equal groups of role players and observers. This exercise uses a role playing activity with specific briefings for roles and guides for observers to follow. Observation focuses on dimensions essential to group growth. Room requirements: semiprivacy for groups of eight to twelve.

EXERCISE SELECTION WORKSHEET

Data Analysis

Work as a team. Use all of the data you have gathered so far, including that on Paper 17; the trio skill needs assessment; participants' individual lists of skills; your knowledge of dimensions essential to group growth (Paper 4); and your experience with this group during the first six sessions.

Step 1: List problems and difficulties you observed in group process skills in the group which require skill acquisition.	Step 2: List the major skill needs of individuals and the group as listed in the skill needs assessment chart. (Refer to Paper 13 for a list of skills. Papers 4 and 8 may also be helpful.)

Paper 21

Force Field Analysis

Step 3a: Identify both the forces that seem to be operating for change and acquisition of skills as well as the forces that seem to be operating against change and acquisition of skills.

FOR	AGAINST

Step 3b: Rank and rate each force.

Rank Order of Importance	List of Forces	Rate Each Force		
		Clear	Partly Clear	Unclear

Selection and Sequence of Exercises

Step 4: In the light of your analysis, select the first three exercises you think are the most relevant and feasible for this group. State your reasons for considering them relevant/feasible.	Step 5: Determine the sequence of the exercises and state your rationale for the sequence.	Step 6: If exercises selected need modification, describe the changes below.

INSTRUCTIONAL STRATEGY
SESSIONS 8-9: APPLYING GUIDELINES FOR CONDUCTING EXERCISES*

Minutes	Steps	Materials	Directions
5	1. Introduction to Sessions 8-9	Paper 22	1. Present Paper 22: Agenda for Sessions 8-9. Review purposes and objectives.
	2. Review main ideas of conducting exercise	Paper 19	2. Refer to Paper 19: Guidelines for Selecting, Sequencing and Conducting Exercises. Emphasize the conducting guidelines (pages 73-74).
80	3. Conduct exercise chosen	Collection of Exercises	3. Follow directions for the first exercise selected by the senior trainer.
10	4. Discuss the exercise		4. Conduct an evaluation of the way the exercise was conducted based on the guidelines for conducting exercises in Paper 19. Do not allow the discussion to focus on the effects of the exercise. Keep focused on the way the exercise was conducted.
80	5. Conduct second exercise chosen	Collection of Exercises	5. Follow directions for the exercise chosen.
10	6. Debriefing		6. Conduct an evaluation of the way the exercise was conducted in the same way as in Step 4.

---

*NOTE: The senior trainer conducts the exercises in Sessions 8 and 9. If it is necessary to make adjustments in the total schedule due to lack of time for the 20 sessions or due to the extension of time for some of the sessions, Sessions 8 and 9 may be eliminated.

AGENDA FOR SESSIONS 8-9: APPLYING GUIDELINES FOR CONDUCTING EXERCISES

Paper 22
90 minutes each

Purposes: To demonstrate the model trainer skills in conducting exercises.

To provide trainees with opportunity to become acquainted with two exercises.

Objectives: Given exercises selected by the senior trainer and based on his diagnostic work in Session 7, skills trainers will participate in the exercises.

Given guidelines in Paper 19 for conducting exercises and instructions for debriefing after each exercise, participants will apply guidelines in evaluating the way the exercise was conducted.

Steps:

1. Introduction to Sessions 8-9
2. Review main ideas of conducting exercise
3. Conduct exercise chosen
4. Discuss the exercise
5. Conduct second exercise chosen
6. Debriefing

INSTRUCTIONAL STRATEGY
SESSIONS 10-11: MODIFYING SKILLS TRAINING EXERCISES

Minutes	Steps	Materials	Directions
5	1. Introduction to Sessions 10-11	Paper 23	1. Present Paper 23: Agenda for Sessions 10-11. Review objectives and sequence of activities.
20	2. Review guidelines	Paper 19	2. Direct trainees to review guidelines for modifying exercises in Paper 19. Reinforce the main points and elaborate if needed. Ask for clarifications.
60	3. Adapt and modify an exercise	Paper 24	3. Refer to Paper 24: Exercise to be Modified; instruct teams to modify the exercise shown. Reinforce the assignment to modify the exercise so that it will deal with an issue in this training group as identified during Session 7. Ask participants to follow closely the guidelines given them in Paper 19. Announce that the modification should be based on the data collected during the first seven sessions of this workshop and that the plan should be for a 90-minute period. Ask teams to prepare a report on newsprint showing their modifications and stating their rationale.
75 to 90	4. Critique modifications	Paper 19 Chart	4. Instruct teams to report their exercise plans to the total group. Announce that the basis for reactions and critique will be the guidelines for modifying exercises in Paper 19. At the end of each report ask them to answer the questions posted on newsprint and to use them as the basis for their critique. (See list of questions on page 76.) Conduct the critique session.

AGENDA FOR SESSIONS 10-11:
MODIFYING SKILLS TRAINING EXERCISES

Paper 23
Two 90-minute periods
(approximately)

Purpose: To enable skills trainers to practice applying guidelines for adapting and modifying skills training exercises.

Objectives: Given guidelines for adapting and modifying a skills training exercise and given an exercise to be modified, trainees will apply the guidelines and prepare a report of their modifications, including a rationale.

Steps:

1. Introduction to Sessions 10-11
2. Review guidelines
3. Adapt and modify an exercise
4. Critique modifications

Choosing a Color[1]

Goals

1. Learning to deal with the power vacuum created by the lack of specific directions.
2. Understanding shared leadership through role playing.

Group Size

This exercise is designed for seven to ten participants. Several groups may be directed simultaneously.

Time Required

Thirty minutes

Materials Utilized

Large envelope containing three envelopes:

Envelope I: Provides directions for group task and seven to ten envelopes containing individual directions for role and position

Envelope II: Directions and group task

Envelope III: Directions and group task

Description of roles to be played

Physical Setting

Groups are seated in a circle

Process

1. The participants are introduced to role playing. The facilitator may want to use a fantasy exercise for warmup. The following roles are explained:

   Information-Seeking

   Tension-Relieving

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[1] Pfeiffer, J., and Jones, J., Handbook of Structured Experiences for Human Relations Training, Volume I. Iowa City, Iowa: University Associates Press. 1969.

Clarifying

Gate-Keeping

Initiating

Following

Information-Giving

Harmonizing

2. The facilitator discusses the concept of shared leadership and may want to incorporate the Malcolm Knowles film series, Dynamics of Leadership.

3. The facilitator places the large envelope containing the instruction envelopes in the center of the group with no further instructions or information.

INSTRUCTIONS WRITTEN ON THE LARGE ENVELOPE WHICH CONTAINS ALL OTHER ENVELOPES:

Enclosed you will find three envelopes containing directions for the phases of this group session. You are to open the first one (labeled "I") at once. Subsequent instructions will tell you when to open the second (labeled "II") and third (labeled "III") envelopes.

ENVELOPE I WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE I

Time Allowed: 15 minutes.

Special Instructions: Each member is to take one of the white envelopes and follow the individual instructions contained in it.

Task: The group is to choose a color.

DO NOT LET ANYONE ELSE SEE YOUR INSTRUCTIONS!

(After 15 minutes go on to the next envelope.)

ENVELOPE II WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE II

Time Allowed: 5 minutes.

Task: You are to choose a group chairperson.

(After 5 minutes go on to the next envelope.)

ENVELOPE III WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

DIRECTIONS FOR ENVELOPE III

Time Allowed: 10 minutes.

Task: You are to evaluate the first phase of this group session.

Special Instructions: The newly selected chairperson will lead this discussion.

Sample questions:

1. What behavior was effective in promoting the purposes assigned to individuals?
2. What behavior was harmful to promoting the purposes assigned to individuals?

(After 10 minutes return the directions to their respective envelopes.)

INDIVIDUAL INSTRUCTION ENVELOPES FOR PHASE I

Each envelope will contain instructions for role and position. Two o the instructions will include special knowledge. The information wil be given on a card in this manner:

---

1. ROLE: INFORMATION-SEEKING

POSITION: SUPPORT BLUE

The following roles, positions and special information will be assigne in the following order:

---

1. Role: Information-Seeking

Position: Support blue

---

2. Role: Tension-Relieving

Position: Introduce the idea of a different color--orange

---

3. Role: Clarifying

Position: Support red

---

4. Role: None

Position: None

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise; you are to conduct yourself in such a manner that they will select you as a chairperson.

---

5. Role: Gate-Keeping

Position: Against red

6. Role: Initiating

Position: Support green

7. Role: None

Position: None

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise; you are to conduct yourself in such a manner that they will select you as chairperson.)

8. Role: Following

Position: Against red

9. Role: Information-Giving

Position: Against blue

10. Role: Harmonizing

Position: Against green

If there are fewer than ten participants in the group, simply eliminate as many of the last three roles and positions as are necessary. There must be at least seven people in the group.

INSTRUCTIONAL STRATEGY
SESSIONS 12-13: PREPARING TO CONDUCT AN EXERCISE

Minutes	Steps	Materials	Directions
5	1. Introduction to Sessions 12-13	Paper 25	1. Present Paper 25: Agenda for Sessions 12-13.
30	2. Determine order of procedure for three exercises		*2. Distribute to each team one copy of each of the exercises they selected in Session 7. Tell them to check the requirements of the three exercises. Ask them to prepare to report their first, second and third choices for one exercise they wish to conduct in a subsequent session.
20	3. Receive assignment and sequence of exercises	Paper 19	**3. Ask teams to report their first, second and third choices. Write the report of each team on newsprint. On the basis of this report assign an exercise to each team. Review guidelines for sequencing exercises in Paper 19 with participants. Refer to the guideline you are using and announce the sequence in which the exercises will be conducted. Post time schedule for preparation, presentation and critique of exercises.

---

*NOTE: For each team remove the exercises they selected from one notebook. Put a note on the notebook. When the notebook is given to a member of the team remind them to put the exercises back in the book.

**NOTE: Trainees may resist the trainer's decisions during this step. Decide ahead of time whether you will negotiate your decisions or hold firm and be ready to respond to the consequences.

SESSIONS 12-13: PREPARING TO CONDUCT AN EXERCISE

Minutes	Steps	Materials	Directions
90	4. Teams plan to conduct one exercise	Paper 19	4. Review guidelines for conducting exercises with participants. Ask teams to begin their work planning to conduct the exercise assigned. Announce the availability and location of materials needed for exercises. Announce that the senior trainer will be available to consult and give assistance to teams.

NOTE: The workshop design assumes that there will be four teams of skills trainers with two or three persons per team. Each team conducts one exercise during the period reserved for Sessions 14-17.

In cases where the number of skills trainers exceeds twelve or the number of teams exceeds four, the senior trainer may consider the following alternatives:

1. Adding more sessions so each team will have the opportunity to conduct an exercise.
2. Dividing the total group of skills trainers into two sections. This insures that each team can practice conducting an exercise with at least a group of nine to twelve persons.
3. Adjusting the size of teams to have exactly four teams for this particular set of four sessions. The teams may be adjusted to include as many as four people or as few as two. It should be noted, however, that the teams for the practicum should avoid having four persons on one team.
4. In the schedule for presenting and critiquing exercises, allow two hours for each exercise: a 90-minute presentation and a 30-minute critique.

AGENDA FOR SESSIONS 12-13: PREPARING TO CONDUCT AN EXERCISE

Paper 25
145 minutes

Purpose: To provide the opportunity for participants to practice applying guidelines for conducting skills training exercises.

Objectives: Given a set of procedures for indicating preference for an exercise, trainees will receive assignments and will apply guidelines for preparing to conduct an exercise.

Steps:

1. Introduction to Sessions 12-13
2. Determine order of preference of three exercises
3. Receive assignment and sequence of exercises
4. Teams plan to conduct one exercise

AGENDA FOR SESSIONS 14-17: TEAMS CONDUCT AND CRITIQUE EXERCISES

Paper 26
2 hours each*

Purpose: To provide the opportunity for teams to conduct the exercise they prepared in Session 13 and to receive feedback based on guidelines for conducting exercises.

Objectives: Given plans made by the teams for the exercise assigned, teams will conduct the exercise.

Given guidelines for conducting exercises, trainees will evaluate the way each team conducted its exercise.**

---

*NOTE: The schedule for Sessions 14-17 will be extended to two hours: 90 minutes for presenting the exercise and 30 minutes for critiquing the exercise.

**NOTE: Remember that Paper 19: Guidelines for Selecting, Sequencing and Conducting Skills Training Exercises, is the referent for critiquing sessions.

INSTRUCTIONAL STRATEGY
SESSION 18: PLANNING FOR THE PRACTICUM WORKSHOP

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 18	Paper 27	1. Present Paper 27: Agenda for Session 18. The senior trainer may want to make adjustments in team membership at this time.
20	2. Orientation to Planning for the GPS Workshop	Paper 28 Paper 19 Paper 20	2. Read Paper 28: Planning for the GPS Workshop, with the participants. Call attention to guidelines and requirements. Stress that the nature of the product expected by the end of the planning period is a set of plans about how each team expects to proceed during the GPS workshop. Emphasize the nature of your role during the planning period and during the GPS workshop. (See page 118, Paper 28.) Using the GROUP PROCESS SKILLS (GPS) INSTRUCTIONAL STRATEGIES AND PAPERS FOR SKILLS TRAINERS, direct participants to examine strategies and papers for the workshop. Guide participants through the instructional strategies for the workshop, emphasizing the similarities and differences between the skills training workshop they have just experienced and the GPS workshop design. Reinforce Session 6 differences. Encourage questions for clarification.
		Collection of Exercises	Ask trainees to look at Paper 20: Catalog of Exercises. Distribute and review the Collection of Exercises. Elaborate on

SESSION 18: PLANNING FOR THE PRACTICUM WORKSHOP

Minutes	Steps	Materials	Directions
	2. (continued)		the way the collection is prepared and some ways of using it. Encourage questions and comments about all the resources for planning. Announce that for the next six to eight hours teams will be on their own, making plans for conducting the GPS workshop. Summarize the planning steps in Paper 28. Remind teams that the senior trainer will be available for assistance and planning help during this period should they desire it. Announce the time and location for Sessions 19-20.
6-8 hours	3. Plan for the GPS workshop		3. Direct teams to begin work.

AGENDA FOR SESSION 18: PLANNING FOR THE PRACTICUM WORKSHOP

Paper 27
6-8 hours

Purpose: To provide an opportunity for teams of skills trainers to make plans to conduct a practicum Group Process Skills Workshop for educators.

Objectives: Given a set of instructions for team work, guidelines for planning and all resource papers in the system, participants will produce plans for conducting a GPS workshop.

Steps:

1. Introduction to Session 18
2. Orientation to *Planning for the Workshop*
3. Plan for the GPS workshop

There are many styles of planning for a workshop. Page 28 contains various points that may help you plan to train with Group Process Skills (GPS) workshop materials. The paper might be described as systematically chaotic. In a way, it is a fantasy of how a team might go about its planning processes. It is not very logical, but perhaps its deliberate illogic will help you in the direction of making the most productive use of the planning time.

This paper is not a workbook, although you'll find lots of space for writing. It is really possible to start anywhere within it. It is also quite in order to write some additional pages if you wish. Finally, only you can decide how you will go about the task of getting ready to conduct your workshop.

During this planning session you can expect the senior trainer to be available to answer questions, to help you work through ideas and to offer suggestions. You can also expect the senior trainer to ask for a meeting with you during the intermission between Sessions 6 and 7 during the GPS workshop for the purpose of hearing your sequence of exercises and your rationale for the selections you have made. The senior trainer will not, however, participate in any specific planning, decision making or analysis which is delegated to your team.

During the actual GPS workshop the senior trainer also will be available for comments and to answer your questions, and may visit each team to observe the workshop in progress. The senior trainer will not, however, intervene directly in any of the planning or training sessions. The teams of skills trainers will be in charge of their respective groups and will have the responsibility for the management of the entire instructional system.

During the GPS training sessions the senior trainer may call a meeting of the skills trainers for debriefing, discussion, evaluation, offering feedback from his observations and providing requested information.

Maybe the first thing you'll want to do is read the GPS manual.

If so, be sure to plan for the following:

Study the GPS workshop manual, especially the purposes, objectives, rationale and trainer preparation for each session.

Note how Session 6 differs from your experience. Note that the Skills Training workshop has 20 sessions spread over 35 hours and that GPS workshop has 18 sessions spread over 27 hours. Pay attention to the fact that after Session 6 GPS workshop participants are excused for the next 3 hours at least, depending on the workshop schedule. This is to give you the opportunity to make careful exercise selecting and sequencing plans.

Note that Sessions 7 through 16 are all sessions devoted to skills training exercises.

Study all theoretical inputs until you are thoroughly familiar with them.

Become familiar with the procedures called for in the sessions.

SPECIAL NOTE:

Do not assume that workshop participants are as familiar as you are with writing a problem statement, writing force field analyses or helper-helpee procedures.

Anticipate that the skill capabilities of GPS participants may not be as great as yours.

Be prepared in Session 6 for GPS participants to exhibit a wider range of kinds of skills needed than was the case when you did Session 6.

This is a pivotal session.

Everything that has happened in Sessions 1 through 5 are synthesized during this session.

This session will greatly influence skills training exercise selection.

The participants need to know how you perceived their work in producing their skill needs assessment.

THERAFORE

All skills trainers need to record observations on Paper 17.

Each skills trainer should share observations and impressions.

These reports will give participants an idea of how you are viewing what they say they need and let them know that their work and your observations will be taken into account as you select exercises.

Maybe your first concern will be for the skills training exercises you didn't do in the skills training workshop.

In this case, include plans for:

Studying all exercises, paying particular attention to the unfamiliar ones.

Practicing the instructions required for conducting each exercise, as needed.

Assigning exercises for specialized study to one another in the team.

Somewhere along the line you will have to decide who is going to do what, when and for how long.

Plan for assignment of team members to:

Manage the first six sessions and Sessions 17 and 18.

Rotate assignments so everyone has a variety of tasks to perform.

Make plans to:

Give specific assignments as far ahead as possible.

Provide for last minute changes.

Give and receive feedback on each other's work.

> It will probably be necessary to consciously provide for this activity since you will be under a great deal of pressure while conducting the workshop.

AND...there are all the charts to be made, supplies to be checked, facilities to be inspected, coffee to be arranged for, etc., etc.

SO...

If it is at all possible, make your plans in the room where you will be conducting the workshop.

Inquire about necessary supplies and make arrangements for securing them.

Allow time for chart-making.

Be sure to make plans for review and study of all theoretical inputs, especially the inputs in the Collection of Exercises.

Plan to:

Read and discuss all the theoretical material, in the entire system.

Decide who is to make which presentation.

Try out theory presentations with each other, as needed.

With all these pressures and tasks, paying attention to team building may be difficult.

So before getting deeply into your work:

Agree among yourselves that you will stop your action twice for 10 minutes each during this period for a team building inspection. Inquire about communications or group maintenance issues needing attention.

Suggestion:

You may want to use Paper 8, Skills Needed by Members of Productive Groups, to assist in this activity.

Eventually you'll be wondering how you can get all thid done in six hours...here's how.

List all the tasks to be done.

Identify the tasks the team must do together.

Determine which tasks can be done by individuals.

Accept individual tasks.

Decide which tasks need to be done first.

Determine which tasks can be done at a later time (during the workshop, at midnight, at 6:00 a.m., whenever!).

Sequence the tasks and assign time limits for their completion.

Decide when to report to each other.

INSTRUCTIONAL STRATEGY
SESSIONS 19-20: SUMMARIZING LEARNINGS

Minutes	Steps	Materials	Directions
5	1. Introduction to Sessions 19-20	Paper 29	1. Present Paper 29: Agenda for Sessions 19-20. Review the purpose and objectives.
60	2. Assess and discuss team relationships	Newsprint of graph Paper 30	2. Ask participants to work alone to fill out Paper 30: Interpersonal Relations Assessment. Present on newsprint the model for the graph. Instruct them to rate themselves and their team members. Announce that as soon as they finish individually, they should proceed to work as a team to share their ratings and derive implications for their teamwork.
30	3. Produce list of skills and knowledge	Paper 31 (NCR)	3. Tell trainees to work alone for 30 minutes and follow the instructions on Paper 31.
30	4. Share work in teams		4. Announce when it is time to begin sharing in teams the data written on Paper 31.
30	5. Imagine the beginning of the GPS workshop	Paper 32	5. Invite trainees to close their eyes and imagine the beginning of the GPS workshop. Ask them to imagine the group they are going to work with. Allow a few seconds for imagining. Ask them about the thoughts and feelings they are having. What are the people doing? Stop the activity and ask trainees to jot down a few words and phrases on Paper 32: Imagining, to help them remember their feelings and thoughts for a later discussion.

SESSIONS 19-20: SUMMARIZING LEARNINGS

Minutes	Steps	Materials	Directions
	5. (continued)		Invite trainees to close their eyes and imagine again. This time ask them to imagine themselves as the ideal skills trainers--what you are--what you hope to be--ask them what is going on in their minds. What are their existing ideas, thoughts, feelings, goals, images? Stop the activity and ask that they record phrases of thoughts, feelings, images they had. Instruct trainees to share both of their imaginings in the total group and to discuss the differences between them.
Step 5 is OPTIONAL			
30	5. Fill out: "My Present World as a Skills Trainer"	Newsprint	5. Instruct trainees to label a sheet of newsprint: "My Present World as a Skills Trainer." Ask them to draw a large circle below the title and to represent within it whatever inhabits that world right now. These representations may take any form the participant wishes. Form new trios. Instruct trainees to share their worlds with each other in their trio.
5	6. Announcements	Paper 33	6. Announce the beginning time and location for the practicum workshop. Provide all other information needed for the management of the workshop.

Minutes	Steps	Materials	Directions
	6. (continued)		Announce that skills trainers will fill out a final questionnaire at the end of the GPS workshop. Remind participants that the senior trainer will be "trainer-at-the-elbow" during the practicum. Reinforce participants' idea of the role definition of the senior trainer for the GPS workshop. Call attention to Paper 33: Background Information for Skills Trainers. Say that trainees who plan to continue in the PETC program will find this a useful document to study. Trainees who have not decided whether they want to continue PETC training may find it useful in deciding whether or not to continue.

AGENDA FOR SESSIONS 19-20: SUMMARIZING LEARNINGS

Paper 29
90 minutes each

Purpose: To give participants the opportunity to summarize what they have learned.

Objectives: Given an Interpersonal Relations Assessment form, participants will rate themselves and their teammates and share their ratings with each other.

Given a set of instructions for listing and analyzing skills acquired, trainees will produce lists of skills and report their work in their teams.

Given a set of instructions, trainees will imagine starting the GPS workshop and will discuss their thoughts and feelings.

(Optional) Given a set of instructions, trainees will produce a representation of their world as a skills trainer and discuss it in a trio.

Steps:

1. Introduction to Sessions 19-20

2. Assess and discuss team relationships

3. Produce list of skills and knowledge

4. Share work in teams

5. Imagine the beginning of the GPS workshop

5. (Optional) Fill out: "My Present World as a Skills Trainer"

6. Announcements

There are a number of dimensions relevant to an analysis of interpersonal and intergroup relations. Two dimensions emerge as being especially useful for analysis of relations in association work. These are free--controlled and encounter--avoidance. Together these form a graph that can be used to describe many different levels in the work of a group.

> FREE--CONTROLLED. This dimension is meant to include the relationships among individuals and groups, and among groups characterized by concepts such as power, influence, control, manipulation, autonomy, limits, dependence, submissiveness, domination, etc. In addition to describing relationships, this dimension also can be applied to educational theory and to specific program designs developed for educational purposes. In this context, degree of structure, areas of free movement, rules, norms and laws are examples of relevant concepts.
>
> ENCOUNTER--AVOIDANCE. As with the freedom--authority dimension, encounter--avoidance can be used to describe relationships between and among individuals and groups as well as to describe educational program practices. The kinds of concepts relevant to relationships include confrontation, rejection, inclusion, dialogue, participation, cohesion, anomie, conflict, relationship, belonging and aloneness. In program design, this dimension refers to participants learning, group process concerns, interdependence and active and passive roles for the learner.
>
> THE GRAPH. When these two dimensions are put on two different axes, they form a four-quadrant grid as shown below:

Encounter

3

2

1

Free 3 2 1 1 2 3 Controlled

1

2

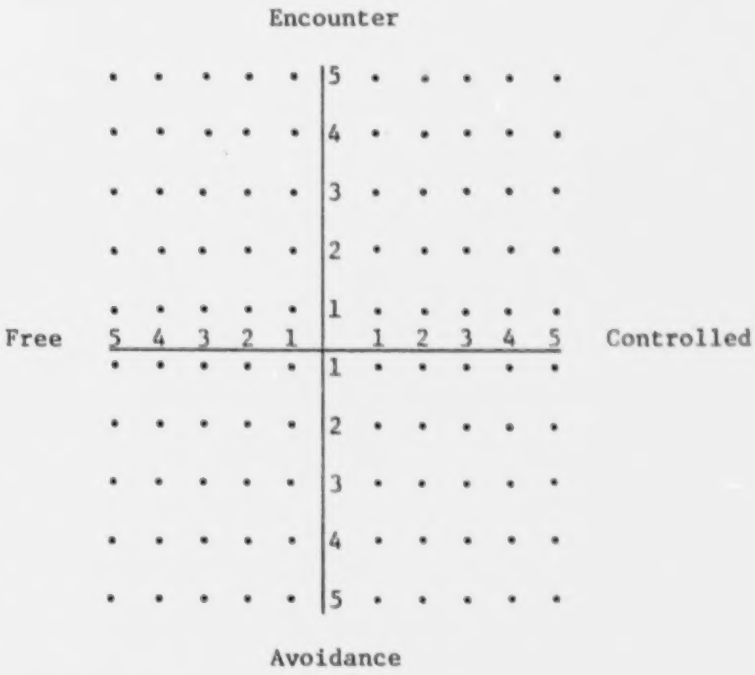
3

Avoidance

Adjectives can be applied to relationships and learning designs in each of these four quadrants. An important feature of the dimensions in this graph is that any given point on the graph does not have a fixed value position as good or bad and, depending on the situation being faced and the maturity of the individuals and the groups involved, the value connotations to any particular point will change. As an example, there are conditions in a supervisory relationship where a high degree of control may be a healthy situation, while in another instance a great deal of freedom and permissiveness will be a wiser course of action. It is probably true that one can find extremely dysfunctional relationships on both extremes of either dimension.

Interpersonal Relations Assessment

Place your initials and those of your teammates in the location on the graph that represents how you saw yourself and them during the past workshop sessions. This information will be shared.



1. How did you feel about your behavior during that time? (check a place)

Very Satisfied	Quite Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Quite Dissatisfied	Very Dissatisfied

2. Share and discuss this information with your team members.

LIST OF SKILLS ACQUIRED

Paper 31

Write below those skills or knowledge you feel you have acquired from your participation in this workshop. When you have finished, give a copy of your list to each of your teammates.

First, rate each item on your list (low, medium, high) according to how effectively you feel you are using these skills. Then, rate your teammates' lists according to how effectively you see them using the skills each listed.

When finished, return each member's list to him. You will discuss your perceptions in the next activity. (Time: 30 minutes)

Skills or Knowledge	Rating

IMAGINING

Paper 32

Use this sheet to jot down any key words and ideas from the exercise in imagining which may help you remember feelings, thoughts or images for the group discussion.

Workshop Group

Ideal Skills Trainer

INFORMATION ABOUT THE PETC PROGRAM

Paper 33

PETC-I: Skills Training is the first in a series of three cumulative and sequential instructional systems. The acronym PETC stands for Preparing Educational Training Consultants. This document contains a description of each system in the series, a chart showing the relationship of the systems to each other, statements concerning the theoretical rationale for the PETC program and a statement of value about what kind of change constitutes improvement in education.

PETC-I: Skills Training is for diagnosis of *individual and group needs of educators in the area of process skills such as goal setting, communicating, influencing or decision making.* The PETC skills trainer has competencies in selecting, adaptively designing, conducting and assessing results of skills training exercises for such needs. His training prepares him to conduct Group Process Skills (GPS) workshops. It does not prepare him to offer other kinds of consultation or training services to a client system.

PETC-II: Consulting is for applying differential diagnostic techniques and differential intervention strategies in *helping a client system move through phases of an improvement effort.* The PETC-II consultant forms a temporary relationship with the client system to add, or strengthen, a function needed to realize a value or attain a goal. The PETC consultant is also involved in continuously rediagnosing his own competencies and deriving his explicit rationale for assuming the consultant role.

PETC-III: Organizational Development trains the consultant to apply further diagnostic and intervention techniques. His goal is to facilitate normative and/or structural changes which *add and maintain improved functional capability of the organization.* Whereas the PETC-II consultant temporarily supports needed functions, the PETC-III organizational developer helps to build them into the system permanently when appropriate and feasible. In addition, PETC-III consultants apply techniques that increase those functional capacities of the organization to add new kinds of objectives and utilize new kinds of resources.

The Theoretical Rationale for PETC

Educators face a critical need for opportunities to understand and acquire skills for managing processes of objectively planned change. Mankind is experiencing an era of unprecedented change described by one author as our collision with tomorrow.[1] Rapid cultural and technological evolution is creating new problems and potentials in

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[1] Toffler, A., Future Shock. New York: Random House; 1970, cover page.

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society. Educational systems are in the crossfire of demands to contribute solutions and take maximal advantages of opportunities while simultaneously being reprimanded as partly responsible for social problems. Educators need support for continuous learning and for creating and operating self-renewing organizations.

Diagram III

Relationships Among the PETC Systems

	PETC-I: Skills Training	PETC-II: Consulting	PETC-III: Organizational Development
Usual Client System	Individual or small group	Small group or major subsystem of the organization	The organization (although most of the work may be with a major subsystem)
Assistance for Client	To increase process skills such as goal setting, communicating, influencing or decision making	To move through phases of an improvement effort	To add and maintain improved functional capability To increase those functional capabilities that enable the organization to add new kinds of objectives or use new kinds of resources
Competencies of the PETC Consultant	Diagnosis for, and provision of, group process skills training exercises	Differential diagnosis and intervention to provide added functions in a temporary relationship	Application of diagnostic and intervention techniques to facilitate normative and structural changes in the organization which a) maintain improved functions and b) make its identity and decision-making dynamic in response to social change
Usual Duration of the Client Relationship	A few hours or days	A few days or weeks	Several months to four or five years
Prerequisite Competencies	Trainer Experience In: Action Research (RUPS) Interpersonal Communications (IPC)	PETC-I Interpersonal Influence (INF)	PETC-II System Technology Conflict and Negotiations in Education

Bennis, Benne and Chin note that, up until the very recent past, arguments about social change centered on whether or not a change should take place. With acknowledgment of the inevitability of continuous, increasing rates of change, they note that arguments have shifted to the methods by which change should take place. They, "observe two ideas or systems in the contemporary scene that are directly counterposed."

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One, "stems from the 'natural-law' and 'invisible-hand' ideology of laissez-faire doctrine." The other proposes total control over change along the lines of, "Marxian analysis, with its emphasis on conflict, inevitable class struggle, and radical intervention--occasionally at the price of human freedom...." Bennis, Benne, and Chin see both of these extreme orientations as obsolescent in a world of accelerating changes. They advocate planned change as, "the only feasible alternative to these methods; that is, a method which employs social technology to help solve the problems of society."[2]

Between the extremes of laissez-faire and total control, our understanding of group behavior can be applied to initiating changes, influencing the directions of self-generated changes and coping with a world of inevitable change. This technological, planned-change orientation is probably still not advanced enough if the following statements about cultural evolution and current change are valid. In addition to technological mastery over change phenomena, it calls for a radically changed orientation in man's understanding of being alive. The switch would be from a static to a dynamic orientation so that our experience is one of living the processes of change!

Past cultures have taken evolutionary strides yielding major social changes. These evolutionary strides generally involved a new process such as Aristotelian logic, Christian relationships, specialization of economic roles, the scientific method, mass production or computer analysis. These new processes--new ways of doing things and/or viewing the world--led to social reorganization. Fixed roles and patterns of relating "unfroze";[3] new processes were incorporated, and new roles and patterns of relating were "refrozen" into the new socio-political-economic configurations. The new, relatively fixed patterns then endured until another stage of cultural evolution yielded the next period of unfreezing and refreezing.

Societies in the past have had static, or status quo, orientations. Basic values and underlying dynamics have been open to question at times of culturally induced "unfreezing." New social patterns again reverted to static orientations. The creative/destructive capacity of man in the current cultural advance has gone too far to revert to a static orientation. The continuous change--or destruction--which this new capacity dictates, makes it clear that things simply can't stay static. The problems and potentials of our newly perceived future can no longer be dealt with by roles, organizations and societies that become fixed for decades or centuries at a time.

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[2] Bennis, W., Benne, K., Chin, R., The Planning of Change. New York: Holt, Rinehart, and Winston; 1969, page 2.

[3] Lewin, K., Field Theory in Social Science. Ed. D. Cartwright. New York: Harper & Brothers; 1951, pages 188-237.

The major implication of current change is that we must move out of this historical period of "unfreezing" not into a new static pattern, but into a new orientation which is dynamic. Instead of training for new roles, we must help people understand what a role is, how to create roles and how to move in and out of roles. Instead of training people to operate fixed organizations, we must help them understand the dynamics of organizations, and how to continuously modify them to repeatedly set and gain changing objectives. Instead of learning set patterns of how to relate to each other, we all need to understand the dynamics and behaviors of relating to move in and out of relationships rapidly without losing the human meaning of relating. Instead of fixed societies that battle destructively over ideological issues, we need to use our understandings of dynamic processes to create endless cultural alternatives. Instead of accepting social selves that grow like "Topsy," we can all learn the social-psychological processes of active learning to create ourselves in endless individual patterns.

The way to a dynamic orientation lies in gaining usable understandings of processes. We can all gain "do it" competencies in intrapersonal, interpersonal, organizational and societal processes. Such processes include the behaviors of active learning, of communicating, of influencing and being influenced, of analyzing and planning in terms of objectives and functions, of resolving conflict constructively, of negotiating, of contracting and many more. Static orientations of the past have always focused on product. We have learned to create many kinds of products with amazing efficiency. But products are only the means to an end toward the process of living. Cultural progress demands that we now switch our focus to that end. In tomorrow's society, process must be our most important product.[4]

The nature of current cultural and social change is fundamental. The challenge to education is enormous. We need much more than better ways to teach the three R's. We need whole new areas of curriculum and kinds of learning experiences. We need vastly more complex ways of organizing learning resources and managing learning systems. Most importantly, we need more effective processes for identifying and achieving what we need. We need objective processes of planned change for educational improvement.

Instructional systems developed by the Northwest Regional Educational Laboratory (Interpersonal Communications, Research Utilizing Problem Solving and Planning How to Get From Here to There) illustrate some of the processes currently most needed by educators. The PETC series represents a higher level of training. It provides the basic competencies for assisting educators in identifying and meeting their process training needs. Helping educators increase their process abilities to achieve desired, planned change raises the issue of when change constitutes improvement.

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[4] Rhodes, L., "Linkage Strategies for Change: Process May be the Product." Phi Delta Kappan. 2(4): 204-207; December 1969.

When Does Change in Education Constitute Improvement?

The cultural-historical perspective is necessary in considering the question of when change constitutes improvement. It helps us identify criteria from three different domains in considering whether a particular change is moving toward a desired state. These domains can be thought of as technical, theoretical and philosophical. Criteria for the technical domain ask whether a desired objective is, according to its operational definition, being achieved. Criteria for the theoretical domain ask whether achieving that objective has the effects, and/or side effects, that were expected and desired as the effort contributes to an increased generalizable understanding of the action setting. Criteria for the philsoophical domain ask whether the objectives and their effects, once achieved, are really what is desired. Some illustrations can demonstrate the importance of applying all three domains at this point in history.

We can write behavioral objectives and create assessment techniques to determine whether we meet a "desired objective" of getting Aleut Indian children in Alaska to read English. If they do, we would say, from our technical domain, that such a change was an improvement.

We might have set this objective because we believed, in the theoretical domain, that the effect of their learning to read English would enable these children eventually to come to cities and gain industrial employment. This would lead to a higher material standard of living and a life style more similar to the majority of middle class Americans. If this proved true, we would say again that improvement had occurred. The effects of achieving the goal were as expected and desired. If, on the other hand, our new readers of English find that they still cannot gain employment after having come to the cities--they are only more aware of inequities in the circumstances of their lives as American Indians--then we might not call this change an improvement.

Even if things go well in terms of effects, the philosophical criteria must still be applied. What quality of life, or what features of a style of life, are achieved by the change. Once experienced, does the life of a middle class, urban industrial worker provide an improved kind of life over life in a native, Alaskan village? Criteria in this domain involve values and concepts of social utility which can't be determined on a theoretical, empirical basis.

Education is under growing pressure to become more thoughtful and explicit in providing criteria for improvement as viewed from all three domains.

The technicians are demanding operationally defined behavioral objectives and assessment techniques to assure that goals are being met. The scientifically oriented theoreticians are demanding the demonstration of cause and effect, seen most dramatically in the new cries for accountability. Students and many minority groups of our society are raising philosophical issues in demanding relevance and the mastery of creative inquiry processes that promote the growth of pluralistic alternatives.

Determining and planning needed changes in education must take all three domains of improvement criteria into account. The major implication here is not to over-simplify the conception of educational change as involving only the specification of objectives and plans for achieving them. It also must include processes for determining what the goals should be, including exploration of values and assumptions about the true desirability of goals that are sought and achieved.

As skills trainers planning for and conducting a GPS workshop, it may be difficult or too time-consuming to apply philosophical criteria to diagnosis, analysis or skills training exercises. Paying attention to the technical and theoretical domains is well within the range of possibility, however. Being aware of philosophical criteria and paying attention to them as a planning team is quite possible.

EA

PETC-I

Preparing Educational Training Consultants: Skills Training

Collection of Exercises for Trainers

René F. Pino
Ruth P. Emory
Northwest Regional Educational Laboratory

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INTRODUCTION TO EXERCISES

On the first page of each exercise you will find a chart identifying areas of skills (Paper 8) and dimensions essential to group growth (Paper 4). This chart is considered an important tool in the utilization and application of the exercise.

The information on the chart and the referent material on Papers 4 and 8 should enable you to clarify and sharpen your understanding of the primary focus of the exercise. In addition, the chart will alert you to a potential focus that may be selected to meet certain other skill needs of participants.

You may choose to modify the exercise. If you do, the use of the chart and reference to Papers 4 and 8 are important in the selection of appropriate skill focus and group growth focus.

One important reason for checking the need to modify exercises is that in most cases the exercises in this collection for PETC-I were originated in the context of highly unstructured laboratory training that used the T-group method. Certain exercises were directly related to the experiences participants were having within the larger context of the laboratory. Trainers conducted exercises either to reinforce theory presented at other times or to elaborate and enhance the experience participants were having in their own unstructured groups. It is therefore important for *Group Process Skills* workshop trainers to apply the guidelines for stage setting for each exercise with care and to make adequate provision for debriefing and utilization of the experience in the exercise in relation to concrete backhome situations, particularly when using exercises from other collections.

MORE EXERCISES AND WHERE TO FIND THEM

1. The first 6 sessions of the *Group Process Skills (GPS)* Workshop are a series of 6 exercises in problem solving. With slight modifications, each session or combination of sessions can be made to serve a variety of settings, situations and participant needs for just about any kind of problem in educational groups.

2. The instructional systems listed below are sources for skills training exercises.

   Research Utilizing Problem Solving (RUPS)
   Interpersonal Communications (IPC)
   Interpersonal Influence (INF)
   Relevant Explorations in Active Learning (REAL)

3. For information on the products listed below, write to the address specified for each product.

   Ten Exercises for Trainers, NTL-IABS
   NTL Learning Resources Corporation
   2817 N. Dorr Avenue
   Fairfax, Virginia 22030

   Twenty Exercises for the Classroom, NTL-IABS
   NTL Learning Resources Corporation
   2817 N. Dorr Avenue
   Fairfax, Virginia 22030

   A Handbook of Structured Experiences for Human Relations Training, Volumes I, II, III and IV, by J. W. Pfeiffer and J. E. Jones
   University Associates Press
   P. O. Box 615
   Iowa City, Iowa 52240

   Research Utilizing Problem Solving (RUPS)
   Commercial Educational Distributing Services
   P. O. Box 3711
   Portland, Oregon 97208

   Interpersonal Communications (IPC)
   Xicom, Inc.
   Sterling Forest
   RFD #1
   Tuxedo, New York 10987

   Interpersonal Influence (INF)
   Xicom, Inc.
   Sterling Forest
   RFD #1
   Tuxedo, New York 10987

   Relevant Explorations in Active Learning (REAL)
   Xicom, Inc.
   Sterling Forest
   RFD #1
   Tuxedo, New York 10987

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CATALOGUE OF EXERCISES

EXERCISE 1: CLEAR AND UNCLEAR GOALS

Purpose. To identify and contrast the behavioral consequences of having clear and unclear goals or tasks. To produce theoretical explanation of the nature of goals.

Setting/Primary Activity. Room large enough to allow groups of 6 to 8 persons to work without noise interference from other groups. In small groups, tasks are assigned with time limits imposed. First task is ambiguous and unclear; second task is specific. Debriefing focuses on effects of clear versus unclear goals.

Skills. Primary: problem-solving effectiveness.

Dimensions. Primary: productivity goals.

Time. 90 Minutes.

EXERCISE 2: COPING WITH A CONFLICT SITUATION

Purpose. To provide a way to examine an experience of coping with a conflict situation. To enable participants to reflect about possible changes they may want to make in the ways they cope with conflict situations.

Setting/Primary Activity. In a fishbowl role play setting, participants try to cope with a conflict situation. They then discuss their experience and identify possible changes in the ways in which they cope with conflict situations. Groups of 8 work in role pairs, 4 doing the role play as the other 4 observe. After a midsession coaching conference, pairs reverse the activity and finish the role play.

Skills. Primary: openness, trust, problem-solving effectiveness. Secondary: group diagnostic ability, awareness of own behavior.

Dimensions. Primary: influence, feelings, productivity. Secondary: perception, individual differences.

Time. 90 Minutes.

Note. This exercise would be enhanced by doing Exercise 15 first.

EXERCISE 3: DECISION MAKING BY CONSENSUS (TWO VERSIONS)

Purpose. To demonstrate utilization of individual resources within the group. To study effectiveness of group problem solving. To demonstrate need for cooperation in group problem solving. To analyze leadership problems in a task-oriented group. To sharpen observation skills. To compare decision making by consensus with individual decision making.

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Setting/Primary Activity. Three versions of increasing difficulty are included. Individual tables that will seat 5 participants are required, in a room large enough to allow the tables to be spaced far enough apart that groups cannot easily observe other groups as they work.

Skills. Primary: problem-solving effectiveness. Secondary: awareness of own behavior, openness.

Dimensions. Primary: feelings. Secondary: influence, productivity.

Time. 90 Minutes.

Note. This exercise can be focused in various ways according to the trainer's objectives in meeting his/her diagnosis of group needs.

EXERCISE 6: EFFECTS OF HIDDEN AGENDAS

Purpose. To experience a situation in which specific hidden agendas exist. To observe and identify clues to hidden agendas. To identify and discuss ways for dealing with hidden agendas. To derive implications for utilization in group work back home.

Setting/Primary Activity. Room requirements: area large enough to permit semi-privacy for groups of 8 to 12. Clusters of 8 to 12 persons are divided into 2 equal groups of role players and observers. Through role-playing activity with specific briefings for players and for observers to follow, the activity focuses on hidden agendas, clues for spotting them and techniques for dealing with them.

Skills. Primary: trust, problem-solving effectiveness. Secondary: contributing to group's awareness of itself.

Dimensions. Primary: membership, influence. Secondary: productivity, communication.

Time. 90 Minutes.

Note. This exercise should perhaps not be selected as a first workshop experience.

EXERCISE 7: ENTERING A NEW GROUP I

Purpose. To begin the process of getting to know other group members. To serve as an ice-breaker in stranger groups. To begin the process of sharing self-selected personal information with others. To identify uses for this activity.

Setting/Primary Activity. Trainer can use the total exercise as written or can select portions to use as quick warm-up, ice-breaker activities. Through a series of mixer exercises, individuals share information about themselves with other participants.

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Setting/Primary Activity. Space for groups of 6 to 9 to work and talk without excessive noise pressure from other groups working on the same task. Participants work individually to rank-order 12 to 15 items. Groups of 6 to 8 then achieve consensus within each group on the rank assigned to each item. Finally, time is allowed to study group behavior in completing the task.

Skills. Primary: problem-solving effectiveness. Secondary: trust.

Dimensions. Primary: influence, productivity. Secondary: communication, individual differences.

Time. 2½ Hours.

Note. This exercise can be used early in a workshop.

EXERCISE 4: DIAGNOSING GROUP DYNAMICS

Purpose. To examine group process by applying the tools of the problem-solving process. To facilitate openness and trust building. To share perceptions of the group's operating procedures.

Setting/Primary Activity. Meeting alternately in groups of 9 to 15 and in pairs/trios, the participants work to decide best ways to utilize skills training in group work. They work as a group at the task for a brief period (10 minutes), then in trios they study their own group effectiveness for about 5 minutes. The process is continued through 3 task meetings and 3 group process segments.

Skills. Primary: problem-solving effectiveness, group diagnostic ability. Secondary: contributing to group's awareness of itself, openness, trust.

Dimensions: Primary: membership, productivity, feelings. Secondary: influence, individual differences.

Time. 90 Minutes.

Note. The group should have been working together for some time to generate enough data to provide focus.

EXERCISE 5: DIMENSIONS OF COOPERATION ("FIVE SQUARES")

Purpose. To focus attention on the definition and the need for cooperation in solving group problems. To enable participants to increase their awareness of some of their own behaviors and to receive feedback from others on the effects of those behaviors that help or hinder effective problem solving in group situations.

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Skills. Primary: openness, trust. Secondary: awareness of own behavior.

Dimensions. Primary: feelings, membership.

Time. 60 Minutes.

Note. This exercise can be used as initial experience with the group.

EXERCISE 8: ENTERING A NEW GROUP II

Purpose. To begin the process of getting to know other group members. To serve as an ice-breaker in stranger groups. To begin the process of sharing self-selected personal information with others. To identify uses for this activity.

Setting/Primary Activity. Trainer can use the total exercise as written or can select portions to use as quick warm-up, ice-breaker activities. Through a series of mixer exercises, individuals share information about themselves with other participants.

Skills. Primary: openness, trust. Secondary: awareness of own behavior.

Dimensions. Primary: feelings, membership.

Time. 60 Minutes.

Note. This exercise can be used as initial experience with the group.

EXERCISE 9: GIVING AND RECEIVING FEEDBACK

Purpose. To practice giving and receiving feedback on self-chosen behavioral areas. To assess degree of helpfulness of the feedback. To analyze own and others' behavior in terms of effect on others.

Setting/Primary Activity. Working in pairs (Version A) or in trios (Version B), participants will receive criteria for giving feedback and will have an opportunity to seek feedback from each other in self-chosen behavioral areas. They will discuss as a total group the implications for group work.

Skills. Primary: feedback, experimenting with own behavior, awareness of own behavior. Secondary: openness, trust.

Dimensions. Primary: influence, communication. Secondary: perception.

Time. 85 to 100 Minutes.

Note. This exercise should occur after participants have begun to know each other.

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EXERCISE 10: GROUP PRESSURE TOWARD CONFORMITY

Purpose. To examine how group members influence each other. To experience group pressure toward conformity. To study the behavior of individuals being pressured to conform. To sharpen awareness of group interaction.

Setting/Primary Activity. Working space for 12 to 18 persons to work in privacy is required. Clusters of 12 to 18 persons are divided into 2 groups of 6 to 9 persons to participate in a role play activity structured in such a way as to focus attention on:

a. Pressure for conformity

b. Effects of latecomers on the productivity of a working group

Skills. Primary: awareness of own behavior, experimenting with own behavior. Secondary: contributing to group's awareness.

Dimensions. Primary: influence, feelings. Secondary: communication.

Time. 90 Minutes.

EXERCISE 11: THE HELPING RELATIONSHIP

Purpose. To analyze different aspects of the helping relationship. To apply workshop learnings to backhome problems. To experience seeking help with a problem and helping another person. To sharpen observation skills.

Setting/Primary Activity. Room large enough to allow group to be divided into working trios without being unduly distracted by conversation of neighboring trios. Preferably, there should be places where trios can work in at least semi-privacy. Group is divided into trios. Roles of helper, helpee and observer are assigned. Helpee describes a problem and seeks help from helper while observer makes notes to share. The process is repeated 3 times, allowing each participant to function in each of the 3 roles.

Skills. Primary: trust, openness, problem-solving effectiveness. Secondary: experimenting with own behavior.

Dimensions. Primary: communication, influence. Secondary: perception.

Time. 90 Minutes to 2 Hours.

Note. This exercise requires no prerequisite skills.

EXERCISE 12: THE HOLLOW SQUARE

Purpose. To sharpen observation skills. To study the effects of a group planning something for another group to carry out. To practice techniques of giving and receiving directions.

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Setting/Primary Activity. The group is divided into teams of 8 (4 planners and 4 observers). Additional members should be designated as observers. Trainer also should observe, take mental notes, etc. to share with participants in debriefing.

Skills. Primary: saying skills, problem-solving effectiveness. Secondary: experimenting with own behavior.

Dimensions. Primary: communication, productivity. Secondary: influence, perception.

Time. 90 Minutes.

Note. This exercise seems to work well after such exercises as 9, 11 or 19.

EXERCISE 13: IDENTIFYING INTERPERSONAL SKILLS AND GROUP ISSUES

Purpose. To provide an overview of interpersonal processes and group processes. To increase awareness of one's own behavior and its effect on others. To increase ability to identify forces (behaviors and attitudes) that affect groups. To sharpen observation skills.

Setting/Primary Activity. Utilizing groups of various sizes ranging from pairs to the total group, participants engage in a series of activities focusing on group work functions and skills. Through guided observation, participants are involved in studying their own and group behavior as the activities are carried out.

Skills. Primary: awareness of own behavior, group diagnostic ability, experimenting with behavior. Secondary: contributing to group's awareness of itself.

Dimensions. Primary: feelings, influence, membership. Secondary: roles, communication.

Time. 3½ hours.

Note. This exercise could be used either as an introduction or as a review of skill practice training.

EXERCISE 14: INFLUENCING AND BEING INFLUENCED

Purpose. To provide the opportunity for participants to become aware of some of the issues of influencing and being influenced. To sharpen observation skills.

Setting/Primary Activity. It requires a room large enough to allow trios to work at role play without too much noise interference from other trios. Working in trios, participants engage in 3 rounds of role play activity. Two members of each trio are given role briefings; the third member, using the observation guide, serves as an observer.

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Skills. Primary: experimenting with own behavior, feedback, awareness of own behavior. Secondary: openness.

Dimensions. Primary: influence. Secondary: roles.

Time. 2 Hours.

Note. The trainer must be well prepared since there are several handouts and activities.

EXERCISE 15: ISSUES IN DEALING WITH CONFLICT SITUATIONS

Purpose. To utilize participants' past experiences with conflict situations in order to clarify their understanding of the nature of conflict situations. To enable participants to reflect on their own styles of dealing with conflict situations.

Setting/Primary Activity. This is primarily a cognitive exercise, in which participants individually and in trios engage in a number of activities that should increase their understanding of conflict situations.

Skills. Primary: awareness of own behavior, problem-solving effectiveness. Secondary: group diagnostic ability.

Dimensions. Primary: influence, communication.

Time. 90 Minutes.

Note. This exercise would be a good introduction to Exercise 12.

EXERCISE 16: ONE-WAY AND TWO-WAY COMMUNICATION

Purpose. To highlight the process of communication. To demonstrate the uses and effects of 2 types of communication. To study communication in terms of accuracy, time required and attitudes.

Setting/Primary Activity. Demonstrates uses and effects of 1-way and 2-way communication. It requires the assistance of 3 persons from the group--a communicator and 2 observers.

Skills. Primary: contributing to group's awareness of itself.

Dimensions. Primary: communication.

Time. 90 Minutes.

EXERCISE 17: PATTERNS OF LEADERSHIP BEHAVIOR

Purpose. To observe patterns of leadership behavior and their effects on group interaction. To identify helping and hindering leadership behaviors.

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Setting/Primary Activity. This exercise provides interesting and useful group data. It requires a workshop group large enough to be divided into 4 subgroups of 5 or more persons each. The seating arrangement must allow for 1 group to be seated in a circle in the center, with all other participants seated as observers in an outer circle. Four rounds of role play, with behavior demonstrating leadership patterns, will be structured to allow participants to experience the effects of different leadership styles. The observation guides focus observer attention on leadership functions as they occur during each round of role play.

Skills. Primary: group diagnostic ability. Secondary: overall effectiveness as a group member.

Dimensions. Primary: roles, perception. Secondary: influence.

Time. $2\frac{1}{2}$ Hours.

EXERCISE 18: PERSONAL PROBLEM ANALYSIS PROGRAM

Purpose. To provide the opportunity for individuals to apply problem-solving tools to personal problems they want to solve.

Setting/Primary Activity. Individuals will be provided with a problem analysis program. They will identify a personal problem with another individual or group which they would like to analyze and they will use the program to perform a problem analysis. The exercise includes an option to share the analysis with 1 or 2 others for clarification (Step 3).

Skills. Primary: problem-solving effectiveness, awareness of own behavior. Secondary: openness.

Dimensions. Secondary: goals, individual differences.

Time. 60 Minutes to 2 Hours.

EXERCISE 19: SPEAKING PRECISELY AND LISTENING CAREFULLY

Purpose. To sharpen listening and speaking skills. To identify forces that hinder effective communication. To contrast the communication process in small groups (trios) to the process employed in larger groups.

Setting/Primary Activity. Subgroups of 3 are formed to discuss a topic. Ground rules require paraphrasing before presenting own ideas. Size of discussion groups is gradually enlarged to include all participants. Topic for discussion should be relevant to the group's experiences; choose controversial issues if possible.

Skills. Primary: listening, saying. Secondary: experimenting with own behavior, awareness of own behavior.

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Dimensions. Primary: communication. Secondary: productivity.

Time. 75 Minutes.

EXERCISE 20: STYLE OF PARTICIPATION IN A DECISION-MAKING GROUP

Purpose. To generate data for observation and analysis of participation styles. To allow opportunity to rate self on participation style. To enable participants to identify and practice helpful behaviors in group decision-making task.

Setting/Primary Activity. The group is to be divided into 2 subgroups. Group A seat themselves in a circle; Group B seat themselves in a slightly larger circle outside the first. In Round 1, Group A will participate in a task and Group B will observe. In Round 2, the groups reverse positions and roles. Two groups alternate in fishbowl exercise attempting to reach group agreement on rank-ordering items on a list. Participants give and receive feedback on the leadership they exert in the working groups as well as rate themselves on their performances.

Skills Primary: overall effectiveness as a group member, feedback, awareness of own behavior.

Dimensions. Primary: productivity, membership, feelings, communication, influence. Secondary: individual differences.

Time. 2½ Hours.

Note. This exercise may be used early in a workshop.

EXERCISE 21: TAKING TASK AND MAINTENANCE ROLES IN A GROUP

Purpose. To better understand group task and maintenance roles. To better appreciate the problems of perceiving roles accurately and achieving concurrence about role behaviors.

Setting/Primary Activity. Six role players are needed. Other group members serve as observers. Role players are seated at a table in the center; observers are seated around them.

Skills. Primary: awareness of own behavior, group diagnostic ability, helping group maintenance. Secondary: overall effectiveness as a group member.

Dimensions. Primary: roles, perception. Secondary: productivity.

Time. 90 Minutes.

Note. This exercise may be enhanced by doing Exercise 22 first.

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EXERCISE 22: TASK AND MAINTENANCE ROLES

Purpose. To identify and clarify group roles that contribute to group achievement and maintenance of group climate and good relationships. To gain appreciation of the problems of perceiving roles accurately and achieving congruence in role behaviors.

Setting/Primary Activity. A room large enough to accommodate trios is needed. Group is divided into trios. Each trio receives assignment to produce behavior samples in script form for 3 roles from a list of 12. Trios read their samples to the whole group and members try to identify the roles described.

Skills. Primary: group diagnostic ability, awareness of own behavior.

Dimensions. Primary: roles, perception. Secondary: productivity.

Time. 90 Minutes.

Note. This exercise may serve as an introduction to Exercise 21.

EXERCISE 23: USING RESOURCES IN A GROUP

Purpose. To analyze what happens in groups when some members are rejected. To enable participants to observe and analyze group interaction, contrasting acceptance to rejection and contrasting the consequences of accepting feelings to the consequences of ignoring feelings.

Setting/Primary Activity. This exercise could develop very strong emotional reactions within the group. Care should be taken to select persons as consultants who, in the trainer's judgment, are self-assured and emotionally stable. Groups of 8 persons (to be seated in small circles as discussion groups) are needed. Through role play activity, participants engage in a meeting with 2 resource persons. One is accepted by the group; the other is rejected.

Skills. Primary: experimenting with own behavior, trust. Secondary: awareness of own behavior, group diagnostic ability.

Dimensions. Primary: feelings, influence, membership. Secondary: productivity, communication.

Time. 90 Minutes.

Note. This exercise should be preceded by exercises such as 14, 21 or 22.

EXERCISE 24: WHAT TO OBSERVE IN A GROUP

Purpose. To increase observation skills given a set of ideas and guidelines for observation and discussion.

Setting/Primary Activity. Room large enough to accommodate a ring of 8 to 12 persons with another ring of an equal number of persons who will be observing the inner group. Discussion group and observer group are seated in a double fishbowl arrangement. Observers later have an opportunity to become discussion group (roles reverse). Prescribed topics provide focus of discussion.

Skills. Primary: group diagnostic ability, overall effectiveness as a group member. Secondary: helping group maintenance.

Dimensions. Primary: roles, perception, membership, influence, productivity, communication, feelings.

Time. 90 Minutes.

EXERCISE 1: CLEAR AND UNCLEAR GOALS[1]

90 Minutes

Purpose: To identify and contrast the behavioral consequences of having clear and unclear goals or tasks. To produce theoretical explanation of the nature of goals.

Setting: Room large enough to allow groups of 6 to 8 people to work without noise interference from other groups.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness		Productivity goals	

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[1] Adapted from *Ten Exercises for Trainers*, NTL Learning Resources Corporation (2817 N. Dorr Ave., Fairfax, Virginia 22030), 1969.

Steps:

1. Instruct participants to form stranger groups of 6 to 8 (trying to keep a balance between men and women in each group) and to seat themselves in discussion circles.

2. Tell each group to select an observer and send him/her to a corner of the room for instructions. While the observers are receiving instructions, the group is to get acquainted.

3. Distribute 2 copies of Handout 1, Observation Guidelines, to observers. Tell them that the groups will be working on 2 tasks. The first will be unclear, the second clear. Their job is to make careful observations of the group during both tasks.

4. Give assignment to groups: "You have 2 jobs to do, both very brief. Both are tasks in which you will discuss a problem. Your observer will not participate. He/she will report to you at the end of the second task. Your first task will take about 8 minutes. A warning will be given at 7 minutes."

   (NOTE: Some people may become impatient with this exercise. They may think they already know the answers to the questions that the exercise raises. Keep the exercise moving fast; stay alert to give encouragement as needed.)

5. Post a previously prepared newsprint chart of Task 1 (see "Trainer Preparation" section for alternative task)."

   "Task 1: What are the most appropriate procedures to govern the best development of group experiences in order to maximize social development in a democratic society?"

6. Tell the groups to work on their task and the observers to take notes. Keep time. Give a warning at 7 minutes; cut interaction at 8 minutes.

7. Move immediately into second task by posting previously prepared newsprint chart (see page 4 for alternative task). Say that this task will take 6 minutes and that you will give a warning at 5 minutes.

   "Task 2: List as many as you can of the formally organized clubs or organizations that exist in a typical community."

8. Tell the groups to work on the second task while the observers take notes. Keep time. Give a warning at 5 minutes; cut interaction at 6 minutes.

9. Distribute copies of Handout 1, Observation Guidelines, to participants. Ask observers to give reports.

10. Direct groups to discuss the observation. Tell them to try to focus the discussion on sharing and clarifying perception within the group.

11. Ask 2 groups or circles of participants to form a cluster in a fishbowl arrangement: Group A seated in a ring in the center, Group B seated in a circle outside as observers. Group A is to produce a list of characteristics of Good and Bad Goals, with 1 member recording the goals in 2 columns on newsprint.

    Tell Group B to make notes on the back of Handout 1 of behavioral symptoms of each list. Say that they will be producing a list of behavioral symptoms later.

12. After about 6 minutes, call time. Instruct both groups to work together for about 9 minutes in order to select the 4 or 5 most important good and bad characteristics from the list.

13. Reverse the groups so that Group B is in the center. Instruct Group B to list as many behavioral symptoms as possible for each of the good and bad characteristics selected in Step 12. Tell Group A to observe so they will be able to add to the symptoms list later.

14. After about 6 minutes, call time. Tell Group A to make additions to Group B's list.

15. Tell Group A and Group B to work together and produce a brief statement explaining the nature of group goals, retrieving information from the discussions and observation. Tell them to write their statement on newsprint.

16. Reconvene the total group. Tell each group to post their newsprint statement and to report briefly.

17. Present a summary, adding points as needed:

    A. Characteristics of good goals:

        1. Clear

        2. Acceptable

        3. Attainable

        4. Amenable to modification or clarification

B. Clear, acceptable, and attainable goals cannot always be determined in advance. The first job of any group is to clarify and modify stated goals until they are clear and acceptable.

C. Clear and acceptable goals make it easier for a member to diagnose needed roles and to accept responsibility for taking roles which are needed: "We know what we are supposed to do."

D. Possible symptoms of unclear or unacceptable goals:

1. Tension

2. Excessive joking or horseplay

3. Immature voting or poll-taking

4. Failure to support, use of follow up contributed ideas

5. Lengthy discussion of unrelated topics

Trainer Preparation:

1. Read through exercise.

2. Double check space and time requirements.

3. Prepare newsprint charts of tasks.

   Task 1--What are the most appropriate procedures to govern the best development of group experiences in order to maximize social development in a democratic society?

   Task 2--List as many as you can of the formally organized clubs or organizations that exist in a typical community.

   Alternative Tasks

   Task 1--List as many functions as you can that take place in groups.

   Task 2--What can a leader do to make it easy for every member of the group to participate?

4. Assemble materials.

Materials:

1. Newsprint charts of Tasks 1 and 2
2. Copies of Handout 1, Observation Guidelines, for all participants (2 copies for observers, 1 for all other group members)
3. Newsprint, felt tip pens and masking tape

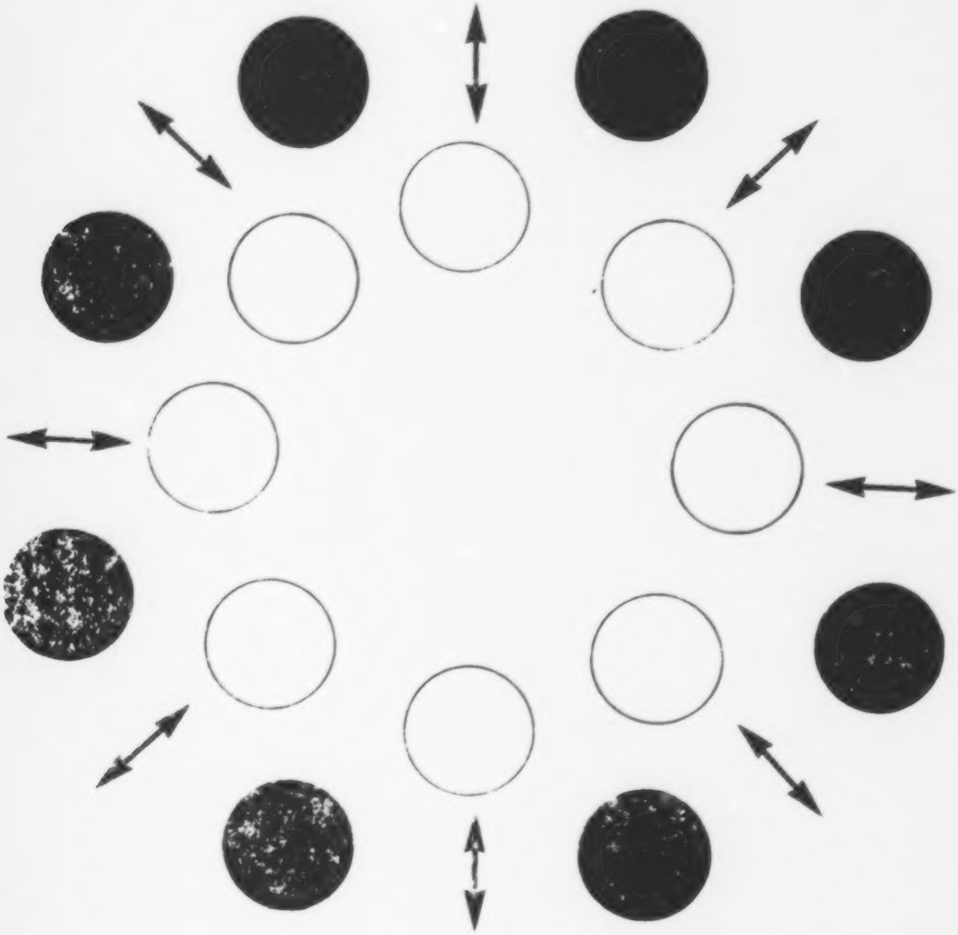
Fishbowl--In and Out[1]

Divide total group into 2 subgroups of equal size.

Introduce discussion topic.

"In" group discusses topic. "Out" group observes and remains silent.

After 10 minutes (or 8, 12, 15, etc., depending upon total amount of time available to conduct exercise), have 2 groups exchange places and roles.



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[1] From Don Murray, Washington Education Association (910 Fifth Ave., Seattle, Washington 98104).

Exercise 1

Handout 1
Observation Guidelines

Task 1	Task 2
1. Observe the group's ability to produce goals	1. Observe the group's ability to produce goals
a. Make a tally each time a statement is proposed	a. Make a tally each time a statement is proposed
b. Make a tally each time a request for clarification is made	b. Make a tally each time a request for clarification is made
c. Make a tally each time a statement is clarified enough to be listed	c. Make a tally each time a statement is clarified enough to be listed
d. Record the total number of statements produced	d. Record the total number of statements produced
2. Record as many behaviors as you can that indicate how the group feels about what it is doing (e.g., giving up, boredom, hostility, interest, quick response to the task, relaxation, frustration, withdrawal and eagerness)	2. Record as many behaviors as you can that indicate how the group feels about what it is doing (e.g., giving up, boredom, hostility, interest, quick response to the task, relaxation, frustration, withdrawal and eagerness)

Exercise 1

Handout 1
Observation Guidelines

Task 1	Task 2
1. Observe the group's ability to produce goals	1. Observe the group's ability to produce goals
a. Make a tally each time a statement is proposed	a. Make a tally each time a statement is proposed
b. Make a tally each time a request for clarification is made	b. Make a tally each time a request for clarification is made
c. Make a tally each time a statement is clarified enough to be listed	c. Make a tally each time a statement is clarified enough to be listed
d. Record the total number of statements produced	d. Record the total number of statements produced
2. Record as many behaviors as you can that indicate how the group feels about what it is doing (e.g., giving up, boredom, hostility, interest, quick response to the task, relaxation, frustration, withdrawal and eagerness)	2. Record as many behaviors as you can that indicate how the group feels about what it is doing (e.g., giving up, boredom, hostility, interest, quick response to the task, relaxation, frustration, withdrawal and eagerness)

EXERCISE 2: COPING WITH A CONFLICT SITUATION

90 Minutes

Purpose: To provide a way to examine an experience of coping with a conflict situation. To enable participants to reflect about possible changes they may want to make in the ways they cope with conflict situations.

Setting: In a fishbowl role play setting, participants try to cope with a conflict situation. They then discuss their experience and identify possible changes in the ways in which they cope with conflict situations. Groups of 8 work in role pairs, 4 doing the role play as the other 4 observe. After a midsession coaching conference, pairs reverse the activity and finish the role play.

This exercise would be enhanced by doing Exercise 15 first.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Openness	Group diagnostic ability	Influence	Perception
Trust	Awareness of own behavior	Feelings	Individual differences
Problem-solving effectiveness		Productivity	

Minutes	Steps	Materials	Directions
5	1. Introduce the exercise	Chart	1. Present previously prepared chart of the activities and review the purposes of the exercise.
5	2. Read Negotiating Conflict Situations	Handout 1	2. Distribute Handout 1, Negotiating Conflict Situations, and tell participants to read it.
10	3. Form role play groups	Handout 2 Handout 3 Handout 4 Handout 5	3. Form groups of 8. Give 2 persons in each group Handout 2, Role Player 1; 2 persons Handout 3, Role Player 2; 2 persons Handout 4, Role Player 3; and 2 persons Handout 5, Role Player 4. Tell them to read their role play assignments. Explain that they will be working as a role team during this exercise.
10	4. Start the role play		4. Direct the pairs of role players to decide who will start the role play. The other will observe this round. Form a fishbowl with the role players in the center and their role partners sitting behind them. Start the role play.
10	5. Analyze the situation	Handout 6	5. Stop the role play. Distribute Handout 6, Analyzing the Situation and Deciding How to Proceed. Tell the pairs of players to follow the instructions. Reinforce that the observers will become the role players during the second round.
10	6. Continue the role play		6. Reform the fishbowl, this time with the new role players in the center and their observers seated behind them.

Minutes	Steps	Materials	Directions
20	7. Discuss learnings from this conflict situation	Handout 7	7. Stop the role play. Pass around Handout 7, Learning from a Conflict Situation. Tell the groups of 8 to meet and follow the instructions on Handout 7. Tell them to discuss for 15 minutes. Call time and ask each person to do the individual work called for in Handout 7.

Exercise 2

Handout 1
Negotiating Conflict Situations[1]

How Conflict Situations Work

1. A conflict situation is based on different self-interests and will result in action that satisfies some parties but not others.

2. It is all right to do battle rather than to collaborate when the issue is a real conflict situation.

3. There are clear ground rules for the struggle among all concerned parties.

4. Negotiation involves presenting desires and using power. Power is never given up or shared because, by definition of the situation, parties do not have each other's best interests at heart on the issue in question.

5. Parties in conflict on some issues can, at the same time, be in collaboration on other issues.

How Negotiating Conflict Situations Works

1. If confronted in a challenging way, be open to exploring whether a real conflict situation exists and, if so, dealing with it as such. Don't demand that people always approach you in a collaborative way.

2. Be clear about what the issue is.

3. Be clear that it calls for action that will not meet the best interests of all parties, i.e., there is no collaborative best solution.

4. Each party needs to be very clear about what its own best self-interests are on the issue.

5. Negotiation is a process of making a deal in which each party will meet as many of its own needs as its power will allow. Strive for ground rules that maximize power. Challenge all assumptions and conclusions. Insist that they be proved. Try to get your own assumptions and conclusions accepted.

6. Use demands and power to meet needs.

7. Negotiate to maintain power in the future.

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[1] Jung, C., Pino, R., and Emory, R., *Understanding Conflict and Negotiation*, Xicom, Inc., Tuxedo, New York, 1971.

8. Be ready to negotiate again in the future about this same issue. Conflict situations don't usually end. They call for different action being taken whenever the power between the concerned parties changes.

Exercise 2

Handout 2
The Situation: Role Player 1

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school staff member responsible for running school social activities has informed him/her that attendance is falling off, they are finding it difficult to secure entertainment, there is increasing rowdyism and concern is growing about drug use.

b. The school counselor has picked up from an increasing number of students that they feel rejected by being left out of home parties that have emerged recently, informally allowed by the school as a substitute for the "official" school parties.

c. Some parents have complained about the poor chaperonage that exists at 1 home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee of 4 to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to strongly favor strengthening the school party system and are completely opposed to home parties under any kind of school auspices.

Briefing for Role Player 1

You have been appointed chairperson. You personally favor the greater freedom of the home party idea.

As chairperson, you start the meeting by saying, "Our president has asked me to chair this meeting...."

You think 1 of your major functions is to try to resolve the problem of school-sponsored parties to the satisfaction of everyone. You hope you can be a good chairperson.

Exercise 2

Handout 3
The Situation: Role Player 2

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school staff member responsible for running school social activities has informed him/her that attendance is falling off, they are finding it difficult to secure entertainment, there is increasing rowdyism and concern is growing about use of drugs.

b. The school counselor has picked up from an increasing number of students that they feel rejected by being left out of home parties that have emerged recently, informally allowed by the school as a substitute for the "official" school parties.

c. Some parents have complained about the poor chaperonage that exists at 1 home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee of 4 to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to strongly favor strengthening the school party system and are completely opposed to home parties under any kind of school auspices.

Briefing for Role Player 2

You are the parent of a 16-year old girl who has some feelings of inferiority about her appearance. You are giving her a lot of support in trying to win friends.

You are unalterably opposed to school interference with home parties for the high school students.

You are certain the students prefer this to large school parties. Small parties are really more fun and a better social experience. In addition, you believe your daughter would have a better chance socially in a smaller group.

Children have a right to choose their own friends. (You feel that there's too much regimentation of individuals today anyway.)

As a parent, you feel that it is your responsibility to be concerned about the students your daughter mixes with. (You're particularly concerned about a certain rowdy element which comes to school parties.)

You think school facilities are drab and inadequate for parties compared to the facilities in nice homes.

Exercise 2

Handout 4
The Situation: Role Player 3

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school staff member responsible for running school social activities has informed him/her that attendance is falling off, they are finding it difficult to secure entertainment, there is increasing rowdyism and concern is growing about use of drugs.

b. The school counselor has picked up from an increasing number of students that they feel rejected by being left out of home parties that have emerged recently, informally allowed by the school as a substitute for the "official" school parties.

c. Some parents have complained about the poor chaperonage that exists at 1 home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee of 4 to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to strongly favor strengthening the school party system and are completely opposed to home parties under any kind of school auspices.

Briefing for Role Player 3

You are the parent of a 17-year old girl who is extremely popular and continually being invited to parties at various homes.

You feel an increasing pressure among families for bigger and better parties. It's a real economic burden for you.

This is also leading to more frequent parties. You are concerned about the declining interest in scholarship and the more serious aspects of school life.

You are concerned about the problems being created by lax standards for chaperones and times for getting home. Your daughter is caught between the looser standards of some of her friends and your own feelings about what is best for her.

You believe this problem could be taken care of by common standards at school parties being set by professionally trained educators. You are therefore opposed to home parties and intend to do all you can to see that they are no longer a part of social activities for high school students.

Exercise 2

Handout 5
The Situation: Role Player 4

You are all members of a PTA. The high school principal has reported the following at the last meeting:

a. The school staff member responsible for running school social activities has informed him/her that attendance is falling off, they are finding it difficult to secure entertainment, there is increasing rowdyism and concern is growing about use of drugs.

b. The school counselor has picked up from an increasing number of students that they feel rejected by being left out of home parties that have emerged recently, informally allowed by the school as a substitute for the "official" school parties.

c. Some parents have complained about the poor chaperonage that exists at 1 home which is a popular party place.

After some discussion at the PTA meeting, the president appointed a committee of 4 to recommend policy on this problem to the PTA and the school administration. Two of the persons on the committee are known to strongly favor strengthening the school party system and are completely opposed to home parties under any kind of school auspices.

Briefing for Role Player 4

You are the parent of a 16-year old boy who is being left out of the very active social life of his schoolmates.

You feel that this is because of the snobbishness of the home party system, with its inequality of opportunity for children from families of lesser means.

You feel he is being left out because of lack of physical facilities at your home for parties.

School parties would do away with this inequality and you intend to do all you can to see to it home parties are eliminated.

You believe that the children would prefer to mix on the basis of equality and nondiscrimination. It is the parents, however, who are encouraging them to become snobs.

Exercise 2

Handout 6
Analyzing the Situation and Deciding How to Proceed

Instructions

Meet with your partner and do the tasks outlined below.

1. Review Handout 1, Negotiating Conflict Situations.
2. Discuss what has happened so far in light of the paper.
    - What are the chances of any resolution to the problem?
    - What might the role player do to cope with this conflict situation more productively?
3. In the next round the first-round observer will continue with the role play. Your final task will be to coach the new role player in some ways he/she might bring about a productive conclusion to the meeting.

Exercise 2

Handout 7
Learning from a Conflict Situation

Instructions

A. Meet in your group of 8 and do the tasks outlined below.

   1. Debrief the exercise by talking about what happened to you, how you felt, what you wish you had done differently, etc.

   2. Discuss what you learned about yourself and how you cope with conflict situations

B. Individually, list possible changes you might make in your personal approach to coping with conflict situations, using the chart below.

Changes I Want to Make in the Way I Cope with Conflict Situations

From this behavior →	To this behavior

EXERCISE 3: DECISION MAKING BY CONSENSUS

Version A (NASA) and Version B (Black Grievance)

2½ Hours

> Note to Trainers: There are 2 versions of this exercise. The differences are only in the handouts--task content. Instructions for the exercise are the same for both versions. The content of each version tends to generate different emotional sets for participants. Both tasks are suitable for achieving exercise objectives.

Purpose: To demonstrate utilization of individual resources within the group. To study effectiveness of group problem solving. To demonstrate need for cooperation in group problem solving. To analyze leadership problems in a task-oriented group. To sharpen observation skills. To compare decision making by consensus with individual decision making.

Setting: Can be used early in a workshop. Space for groups of 6 to 9 to work and talk without excessive noise pressure from other groups working on the same task.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness	Trust	Influence Productivity	Communication Individual differences

Steps	Directions
1. Introduce exercise; complete Column A, Handout 1	1. Introduce exercise by presenting purposes and distributing Handout 1. Ask all participants to complete Column A individually.
2. Form groups; distribute Handout 1, Handout 2, and Handout 3	2. Form groups of 8 to 11 persons, designating 1 person in each group to serve as observer. a. Distribute Handout 2, Decision by Consensus, to all group members. b. Give Handout 3 to observer only. c. Give each group another copy of Handout 1. They are to record their group ranking in Column A. d. Ask participants to read Handout 2 carefully and, as a group, to rank-order the items on the group copy of Handout 1.
3. Score ranking sheets	3. After the group has reached consensus, have them give their group ranking sheet to the observer. Ask the observer to score it for the group, following the same instructions given for individual scoring. Tell participants to record the correct order in Column B of their individual copies as you dictate it. Read the correct order from Handout 4. Instruct them to compute their scores by finding the difference between Columns A and B and recording it in Column C.
4. Collect ranking sheets	4. Ask individuals to write their names on their ranking sheets (Handout 1) and to clearly identify each group's ranking sheet. Tell them to return their copies of Handout 1 to you.

Steps	Directions
5. Use Handout 5 to examine self-perception	5. Distribute Handout 5, Self-Assessment Graph. Form trios and/or pairs within the groups and instruct participants to do the following tasks: a. Individually fill in the self-assessment graph b. Share your self-ratings with each other, compare differences and discuss perceptions c. Write on newsprint a list of forces that block and forces that facilitate reaching consensus on a task d. Post lists of forces on wall Ask the observers to meet in another room to prepare their report for the general discussion.
6. Determine composite scores	6. While trios are at work, record the ranking error scores from each individual and group on the newsprint scoring sheet. Average the total group error score to arrive at a group composite score. Give each group its composite score.
7. Hold general group discussion	7. Conduct total group discussion. Distribute Handout 6, Modes of Group Decision Making. Allow a few minutes for scanning. Focus discussion on key ideas, using the composite scores and the observer reports. Using data from trio lists and points raised earlier, conclude the discussion with the question, "What ideas for improved organization work can we derive from this exercise?" Ask 1 or 2 participants to help capture the ideas by listing them on newsprint as the discussion progresses
8. Distribute Handout 4	8. Make copies of the answer key on Handout 4 available to those who want one.

Trainer Preparation:

1. Read exercise and all handouts carefully.
2. Prepare 1 copy of the scoring sheet on newsprint for each group.
3. Assemble all materials.

Materials:

1. Handout 1 for Version A, Decision-Making Exercise
   Handout 1 for Version B, Grievances of Black Citizens
   (1 PER PERSON PLUS 1 PER GROUP)
2. Handout 2, Decision by Consensus (Versions A and B)
3. Handout 3, Things to Observe in Consensus Task (Versions A and B for OBSERVERS only)
4. Handout 4, Key: Decision-Making Exercise (Versions A and B)

   Not to be distributed before the end of Step 4 (preferably at the end of exercise)
5. Handout 5, Self-Assessment Graph (Versions A and B)
6. Handout 6, Modes of Group Decision Making (Versions A and B)
7. Newsprint chart for use in Step 6
8. Newsprint, felt tip pens and masking tape

Scoring Sheet for Decision-Making Exercise: Version A

> Note to Trainers: Prepare 1 copy on newsprint for each group. While participants work in trios, copy the individual and group scores on the newsprint chart.

Item	Individual ranking error score												Group ranking error score
	1	2	3	4	5	6	7	8	9	10	11	12	
Box of matches													
Food concentrate													
50 feet of nylon rope													
Parachute silk													
Portable heating unit													
Two .45 caliber pistols													
1 case of dehydrated milk													
Two 100-pound tanks of oxygen													
Stellar map (of moon's constellation)													
Life raft													
Magnetic compass													
5 gallons of water													
Signal flares													
First-aid kit containing injection needles													
Solar-powered FM receiver-transmitter													

Group composite score ____________________

Scoring Sheet for Decision-Making Exercise: Version B

Note to Trainers: Prepare 1 copy on newsprint for each group. While participants work in trios, copy the individual and group scores on the newsprint chart.

Issue	Individual ranking error score												Group ranking error score
	1	2	3	4	5	6	7	8	9	10	11	12	
Inadequate education													
Disrespectful white attitudes													
Inadequate municipal services													
Discriminatory police practices													
Inadequate housing													
Inadequate welfare programs													
Poor recreational facilities													
Unemployment and underemployment													
Discriminatory administration of justice													
Inadequate federal programs													
Discriminatory consumer and credit practices													
Unresponsive political structure													

Group composite score ____________________

Exercise 3

Handout 1 for Version A
Decision-Making Exercise

The Situation: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Now, follow the instructions on the next page.

A	B	C	
___	___	___	Box of matches
___	___	___	Food concentrate
___	___	___	50 feet of nylon rope
___	___	___	Parachute silk
___	___	___	Portable heating unit
___	___	___	Two .45 caliber pistols
___	___	___	1 case of dehydrated milk
___	___	___	Two 100-pound tanks of oxygen
___	___	___	Stellar map (of moon's constellation)
___	___	___	Life raft
___	___	___	Magnetic compass
___	___	___	5 gallons of water
___	___	___	Signal flares
___	___	___	First-aid kit containing injection needles
___	___	___	Solar-powered FM receiver-transmitter

When all individuals have completed their ranking and after a group decision has been reached, correct answers will be dictated. Record the correct answer in Column B. The difference between Columns A and B is the score. (Subtract the smaller number from the larger.) Record each score in Column C.

Total the differences in Column C and divide by 15 to get your average score.

Instructions

1. Individually, in Column A, rank-order the items as follows: write number 1 by the most important item, number 2 by the next most important item, and so on through number 15, the least important.

2. In your group, rank-order the items again by consensus, recording your decisions on Handout 2. Follow these ground rules:

   This is an exercise in group decision making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking 1 with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

   1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

   2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only those solutions with which you are able to agree, at least somewhat.

   3. Avoid "conflict-reducing" techniques (such as majority vote, averaging or trading) in reaching decisions.

   4. View differences of opinion as an aid to decision making rather than as a hindrance.

   YOU HAVE 45 MINUTES TO REACH YOUR DECISION.

3. Record the correct answers in Column B on your individual copy (Handout 1). The observer will fill in the group copy (Handout 2).

4. Find the difference between each item in Column A and Column B (subtract the smaller from the larger figure) and record it in Column C on Handout 1 and Handout 2. These are your scores.

5. Add your scores and divide by 15 for Handout 1 and Handout 2. This is your average score.

6. Sign your individual copies. Identify your group copy. Give all copies to the trainer to use in preparing a composite record.

Exercise 3

Handout 2 for Version A
Decision by Consensus

Instructions

In your group, rank-order the items below in terms of their importance in allowing the crew to reach the rendezvous point. In Column A place the number 1 by the most important item, the number 2 by the second most important item, and so on through number 15, the least important. All your decisions must be reached by consensus.

A	B	C	
___	___	___	Box of matches
___	___	___	Food concentrate
___	___	___	50 feet of nylon rope
___	___	___	Parachute silk
___	___	___	Portable heating unit
___	___	___	Two .45 caliber pistols
___	___	___	1 case of dehydrated milk
___	___	___	Two 100-pound tanks of oxygen
___	___	___	Stellar map (of moon's constellation)
___	___	___	Life raft
___	___	___	Magnetic compass
___	___	___	5 gallons of water
___	___	___	Signal flares
___	___	___	First-aid kit containing injection needles
___	___	___	Solar-powered FM receiver-transmitter

Exercise 3

Handout 3 for Version A
Things to Observe in Consensus Task

The observer should take notes about what is taking place in the following categories:

1. Decision making: Does 1 person dominate? Do all members of the group seem willing to go along with the decisions being made? Has everyone contributed?

2. Communication: Is the whole group clear about what is being said? Are feelings being dealt with? Is there any attempt to help group members communicate better through behavior descriptions or perception checks? Do group members really listen to each other?

3. Norms: What are the norms of the group--what are people's expectations about the way to act in this group? Does everybody talk at once? Is there deference to authority figures? Is everyone very polite? What are the helpful norms that seem to promote decision making by consensus? What are the unhelpful norms?

4. Group effectiveness: Make a judgment about (a) how successful the group is in working together on getting the job done and (b) how successful the group is in maintaining its group solidarity and interrelationships.

5. Uncovering conflicts: Have there been disagreements or bad feelings between any members of the group? How were these situations handled? Were they ignored? Were they smoothed over? Were they resolved by forcing the conflicting person(s) to comply? Or were the conflicts recognized and attempts made to bring them out and manage them, to openly face the conflicts?

Exercise 3

Handout 4 for Version A
Key: Decision-Making Exercise

The rank order of the undamaged items and the reasons for the order are listed below.

Has little or no use on moon (no oxygen)	15	Box of matches
Supplies required daily food	4	Food concentrate
Is useful in tying injured together and helpful in climbing	6	50 feet of nylon rope
Shelters against sun's rays	8	Parachute silk
Is useful only if party landed on dark side	13	Portable heating unit
Can be used to make self-propulsion devices	11	Two .45 caliber pistols
Can be mixed with water for drinking; is nourishing	12	1 case of dehydrated milk
Fills respiration requirement	1	Two 100-pound tanks of oxygen
Is an important means of finding directions	3	Stellar map (of moon's constellation)
Has CO_2 bottles for self-propulsion across chasms, etc.	9	Life raft
Probably has no use since no magnetized poles	14	Magnetic compass
Replenishes water lost through sweating, etc.	2	5 gallons of water
Can be used for distress call when line of sight possible	10	Signal flares
Has valuable pills and injection medicine	7	First-aid kit containing injection needles
Can be used to transmit distress signal (possible communication with mother ship)	5	Solar-powered FM receiver-transmitter

Exercise 3

Handout 5 for Version A
Self-Assessment Graph

There are a number of dimensions relevant to an analysis of interpersonal and intergroup relations. Two dimensions emerge as being especially useful for analysis of relations in organization work. These dimensions are free/controlled and encounter/avoidance. Together these form a graph which can be used to describe many different levels in the work of the participants.

FREE/CONTROLLED. This dimension includes the relationships among individuals and groups (and between groups) that are characterized by forces such as power, influence, control, manipulation, autonomy, limits, dependence, submissiveness, domination, etc. In addition, this dimension can be applied to educational theory and to specific program designs which are developed for educational purposes. In this context, degree of structure, areas of free movement, rules, norms and laws are examples of relevant concepts.

ENCOUNTER/AVOIDANCE. As with the free/controlled dimension, encounter/avoidance can be used to describe relationships between and among individuals and groups. It can also be used to describe educational program practices. The kinds of concepts that are relevant in relationships include confrontation, rejection, inclusion, dialogue, participation, cohesion, anomie, conflict, relationship, belonging and isolation. In program design, this dimension refers to active and passive roles for the learner, participative learning, group process concerns and interdependence.

THE GRAPH. When these 2 dimensions are put on 2 different axes, they form a 4-quadrant grid as shown below:

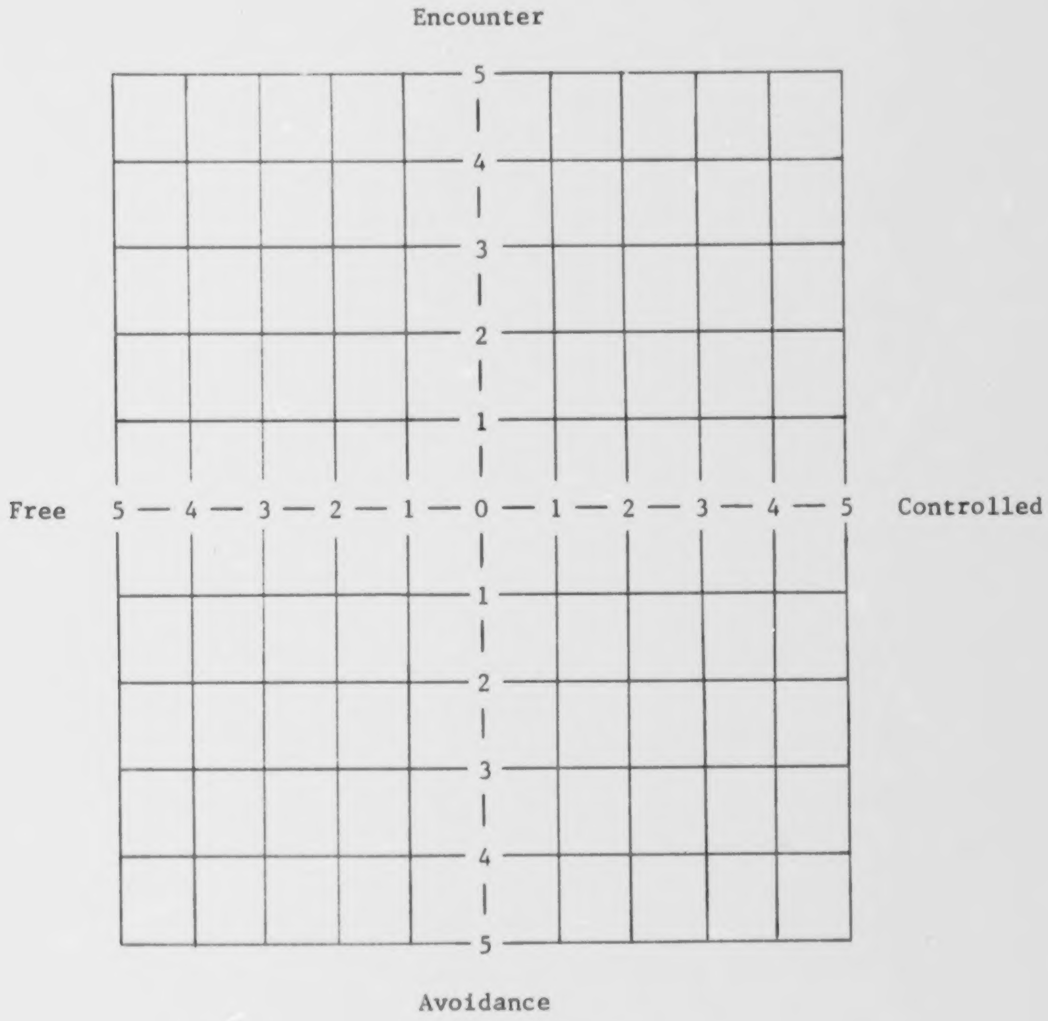
Encounter

5
4
3
2
1
Free 5 4 3 2 1 0 1 2 3 4 5 Controlled
1
2
3
4
5

Avoidance

Adjectives can be applied to relationships and learning designs in each of these 4 quadrants. An important feature of the dimensions in this graph is that any given point on the graph does not have a fixed value position as good or bad and, depending upon the situation being faced and the maturity of the individuals and the groups involved, the value connotations to any particular point change. For example, in a supervisory relationship there are times when a high degree of control is healthy and times when a great deal of freedom and permissiveness can be allowed. It is probably true that one finds extremely dysfunctional relationships on both extremes of either dimension.

SELF-ASSESSMENT GRAPH FOR INTERPERSONAL RELATIONSHIPS



Place yourself on the graph. Place an X at the point on the graph that represents how you saw yourself during the decision-making consensus.

1. How did you feel about your behavior during that time? (Check a place below.)

Very satisfied	Quite satisfied	Somewhat satisfied	Somewhat dissatisfied	Quite dissatisfied	Very dissatisfied

Exercise 3

Handout 6 for Version A
Modes of Group Decision Making

Groups have available to them 5 ways to arrive at a decision: the decision can be made by 1 person, by a few persons, by a majority of the group or by the total group--through unanimity or consensus.

Decision making by *1 person* is illustrated by the familiar situation of having decisions made by the boss. There are many situations in which this is obviously the most efficient and satisfactory way to proceed. I am glad that someone decided that everyone should drive on 1 side of the street. Whether it is the right side or the left side doesn't matter, as long as we all drive on the same side in a given direction. Decisions by 1 person are often welcome, too, when contestants find strife so stressful and insoluble that merely having the matter settled is more attractive than the nature of any of the proposed solutions themselves. Similar remarks apply to decision making by *committee*.

Decision making by *majority* vote is familiar to everyone in Western civilization. Note that the usual meaning of a request for voting is that people vote for the thing they would most like or the thing they think they would most like from among those things that are obtainable. The chairperson never puts a vote in a framework such as the following: "If John most prefers Choice A but is willing to support Choice B, and if Mary most prefers Choice B and hates Choice A, and if Alfred...will you vote that the group adopt Alternative A?"

A vote ascertains the alternatives that people find less preferable, but it does not uncover the alternatives that certain people find insupportable. When a task requires the support of everyone in the group and when nonsupport or sabotage by 1 or more members could seriously damage the undertaking, a decision by majority vote can be dangerous. However, when commitment by everyone is not necessary, a majority vote can serve very well. For example, a school faculty might decide to hold a picnic on a certain day with the understanding that not everyone need attend and that there would be no penalty for staying away. In this case, a majority vote for times and places would enable the picnic to be held with no damage to the undertaking from those who could not attend.

The dangers of a majority vote can, of course, be obviated by a *unanimous* vote. The difficulty is that unanimity is extremely difficult to reach in most instances.

The condition in a group in which every member is willing to "go along with the decision without sabotaging it is called *consensus*. This does not mean that the decision is everyone's first choice. It only means that a sufficient number of people are sufficiently in favor of the decision to get it carried out and that no one will create obstacles to its being carried out. The essential technique for obtaining a consensus is a survey. In this technique, someone poses the decision. One or two people clarify it by restating it. Then everyone in turn states personal reactions to the proposal. Each person should be as brief as possible, but need not restrict himself/herself to "yes" or "no." A person can say that he/she is uncertain or confused and wants to hear more; that he/she is experiencing some pain; or that he/she does not want to talk about the issue. A group using the survey technique, however, cannot allow an individual to merely remain silent. If someone wants to say nothing, he/she must say explicitly that he/she wants to say nothing. A consensus is the only safe method for a decision when nonsupport or sabotage by 1 member could ruin the undertaking. It is a slower and more painful method, however, than the other methods of decision making described. Consequently, it is not usually preferred over other methods for those situations in which the others would suffice.

The group should not lose sight of 1 of the costs of using the method of consensus; surveys usually uncover subproblems, sometimes trivial, but sometimes serious. A majority vote merely makes known to the group information about which individuals (if it is a public vote) lean toward yes and no votes. A consensus, on the other hand, reveals pain. The group finds out which individuals are likely to suffer from the various decisions and it finds out something about the reasons for the suffering and the possible continuation of the suffering into the future. Often, conflicts between individuals are revealed. In brief, a majority vote can be relatively painless for those in the majority, since it hides whatever pain exists. A consensus opens the pain of individuals to the view of the group. When a group uses the technique of consensus, it should be ready for this consequence.

TAKING A SURVEY FOR CONSENSUS

1. The requesting member calls for a survey and states what he/she wants to know from the total group

2. Other members paraphrase the request until all are clear about what is being asked

3. Each person, in turn, briefly states his/her current position in response to the request

Exercise 3

Handout 1 for Version B
Grievances of Black Citizens

During the fall of 1967, the research staff of the National Advisory Commission on Civil Disorders (the Kerner Commission) studied conditions in 20 cities that had experienced riots during 1967. The 20 were made up of 9 cities that had experienced major destruction, 6 New Jersey cities surrounding Newark and 5 cities that had experienced lesser degrees of violence.

In each city, staff members interviewed persons from the official sector (mayors, city officials, police officers, police officials, judges and others), the disorder area (residents and leaders of community groups) and the private sector (businessmen and labor and community leaders). Altogether, over 1200 persons were interviewed.

Using this material, the investigators identified and assigned weights to the 4 types of grievances that appeared to have the greatest significance to the black community in each city. For each city they made judgments about the severity of particular grievances and assigned a rank to the 4 most serious. These judgments were based on the frequency with which a particular grievance was mentioned, the relative intensity with which it was discussed, references to incidents exemplifying the grievance and estimates of severity (obtained from the interviewees themselves).

Four points were assigned to the most serious type of grievance in each city, three points to the second most serious, and so on through all four.

When the point values were added for all cities, a list of 12 grievance types emerged, rank-ordered. The grievance type that was considered the most serious in the most cities was number 1. The type that seemed generally least serious was number 12.

On the next page are the 12 grievance types reported by the Kerner Commission. You are to guess individually the way they were rank-ordered by the staff of the commission.

In Column A put a 1 beside the type of grievance you believe the staff judged black citizens to feel most seriously about from all 20 cities. Put a 2 beside the second most serious and pervasive, and so on down to a 12 beside the least widespread and least serious.

A	B	C	
___	___	___	Inadequate education: De facto segregation, poor quality of instruction and facilities, inadequate curriculum
___	___	___	Disrespectful white attitudes: Racism and lack of respect for dignity of Negroes
___	___	___	Inadequate municipal services: Inadequate sanitation and garbage removal, inadequate health care facilities
___	___	___	Discriminatory police practices: Physical or verbal abuse, no grievance channels, discrimination in hiring and promoting Negroes
___	___	___	Inadequate housing: Poor housing code enforcement, discrimination in sales and rentals, overcrowding
___	___	___	Inadequate welfare programs: Unfair qualification regulations, attitudes of welfare workers toward recipients
___	___	___	Poor recreational facilities: Inadequate parks and playgrounds, lack of organized programs
___	___	___	Unemployment and underemployment: Discrimination in hiring and placement by organizations or by unions, general lack of full-time jobs
___	___	___	Discriminatory administration of justice: Discriminatory treatment in the courts, presumption of guilt
___	___	___	Inadequate federal programs: Insufficient participation by the poor, lack of continuity, inadequate funding
___	___	___	Discriminatory consumer and credit practices: Negroes sold inferior quality goods at higher prices, excessive interest rates, fraudulent commercial practices
___	___	___	Unresponsive political structure: Inadequate representation of Negroes, lack of response to complaints, obscurity of official grievance channels

Exercise 3

Handout 2 for Version B
Decision by Consensus

Your group is to arrive at a single rank-ordering of the 12 grievances that each member will support as the single best prediction of the rank-order reported by the staff of the Kerner Commission. Record your decisions in Column A on the next page.

This is an exercise in the use of consensus to make decisions. Consensus is not the same as unanimity. A vote of 12 to 0 is unanimous, but it may not be based on consensus. The essential feature of consensus is not that a decision is agreed to by all members, but that all members understand the reasoning leading to the decision and are willing to support it. Each member may not completely agree with the decision, but all should feel they have had a fair chance to influence the decision, and that others have understood their opinions and have taken them into account. The final decision, thus, is 1 which they understand and to which they are willing to give enlightened support. In striving for consensus, then, the emphasis is upon reasoning about the problem and creating solutions together rather than on coercing and persuading others to adopt a particular solution.

The following guidelines may help in trying to reach consensus about the way the Kerner Commission staff rank-ordered the 12 grievances.

1. Try to view disagreements and differences of opinion as showing the need for fuller communication and mutual understanding rather than as evidence of stubbornness

2. Approach the task by sharing information, reasoning together and exploring possibilities together rather than by attempting to change others' minds to coincide with your position

3. Avoid trading or averaging as a way of making decisions

4. Avoid changing your mind only in order to give the appearance of unanimity; support only solutions which you understand and believe have a reasonable basis

5. When the group is deadlocked and the issue seems to have been thoroughly examined, try to create a method of resolving the deadlock that all can support as the best course of action at that time, that is, try to develop a consensus on the method of deciding the issue

A	B	C	
___	___	___	Inadequate education: De facto segregation, poor quality of instruction and facilities, inadequate curriculum
___	___	___	Disrespectful white attitudes: Racism and lack of respect for dignity of Negroes
___	___	___	Inadequate municipal services: Inadequate sanitation and garbage removal, inadequate health care facilities
___	___	___	Discriminatory police practices: Physical or verbal abuse, no grievance channels, discrimination in hiring and promoting Negroes
___	___	___	Inadequate housing: Poor housing code enforcement, discrimination in sales and rentals, overcrowding
___	___	___	Inadequate welfare programs: Unfair qualification regulations, attitudes of welfare workers toward recipients
___	___	___	Poor recreational facilities: Inadequate parks and playgrounds, lack of organized programs
___	___	___	Unemployment and underemployment: Discrmination in hiring and placement by organizations or by unions, general lack of full-time jobs
___	___	___	Discriminatory administration of justice: Discriminatory treatment in the courts, presumption of guilt
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___	___	___	Discriminatory consumer and credit practices: Negroes sold inferior quality goods at higher prices, excessive interest rates, fraudulent commercial practices
___	___	___	Unresponsive political structure: Inadequate representation of Negroes, lack of response to complaints, obscurity of official grievance channels

Exercise 3

Handout 3 for Version B
Things to Observe in Consensus Task

The observer should take notes on what is taking place in the following categories:

1. Decision making: Does 1 person dominate? Do all members of the group seem willing to go along with the decisions being made? Has everyone contributed?

2. Communication: Is the whole group clear about what is being said? Are feelings being dealt with? Is there any attempt to help group members communicate better through behavior descriptions or perception checks? Do group members really listen to each other?

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4. Group effectiveness: Make a judgment about (a) how successful the group is in working together on getting the job done and (b) how successful the group is in maintaining its group solidarity and interrelationships.

5. Uncovering conflicts: Have there been disagreements or bad feelings between any members of the group? How were these situations handled? Were they ignored? Were they smoothed over? Were they resolved by forcing the conflicting person(s) to comply? Or were the conflicts recognized and attempts made to bring them out and manage them, to openly face them?

Exercise 3

Handout 4 for Version B
Key: Decision-Making Exercise

Inadequate education	4
Disrespectful white attitudes	7
Inadequate municipal services	10
Discriminatory police practices	1
Inadequate housing	3
Inadequate welfare programs	12
Poor recreational facilities	5
Unemployment and underemployment	2
Discriminatory administration of justice	8
Inadequate federal programs	9
Discriminatory consumer and credit practices	11
Unresponsive political structure	6

Instructions

1. Record the correct answer for each item in Column B on your own answer sheet. Your observer will record the correct answers in Column B of your group answer sheet.

2. Find the difference between your answers and the correct answer for each item. These are your scores.

3. Add your scores and divide by 12. This is your average score.

Exercise 3

Handout 5 for Version B
Self-Assessment Graph

There are a number of dimensions relevant to an analysis of interpersonal and intergroup relations. Two dimensions emerge as being especially useful for analysis of relations in organization work. These dimensions are free/controlled and encounter/avoidance. Together these form a graph which can be used to describe many different levels in the work of the participants.

FREE/CONTROLLED. This dimension includes the relationships among individuals and groups (and between groups) that are characterized by forces such as power, influence, control, manipulation, autonomy, limits, dependence, submissiveness, domination, etc. In addition, this dimension can be applied to educational theory and to specific program designs which are developed for educational purposes. In this context, degree of structure, areas of free movement, rules, norms and laws are examples of relevant concepts.

ENCOUNTER/AVOIDANCE. As with the free/controlled dimension, encounter/avoidance can be used to describe relationships between and among individuals and groups. It can also be used to describe educational program practices. The kinds of concepts that are relevant in relationships include confrontation, rejection, inclusion, dialogue, participation, cohesion, anomie, conflict, relationship, belonging and isolation. In program design, this dimension refers to active and passive roles for the learner, participative learning, group process concerns and interdependence.

THE GRAPH. When these 2 dimensions are put on 2 different axes, they form a 4-quadrant grid as shown below:

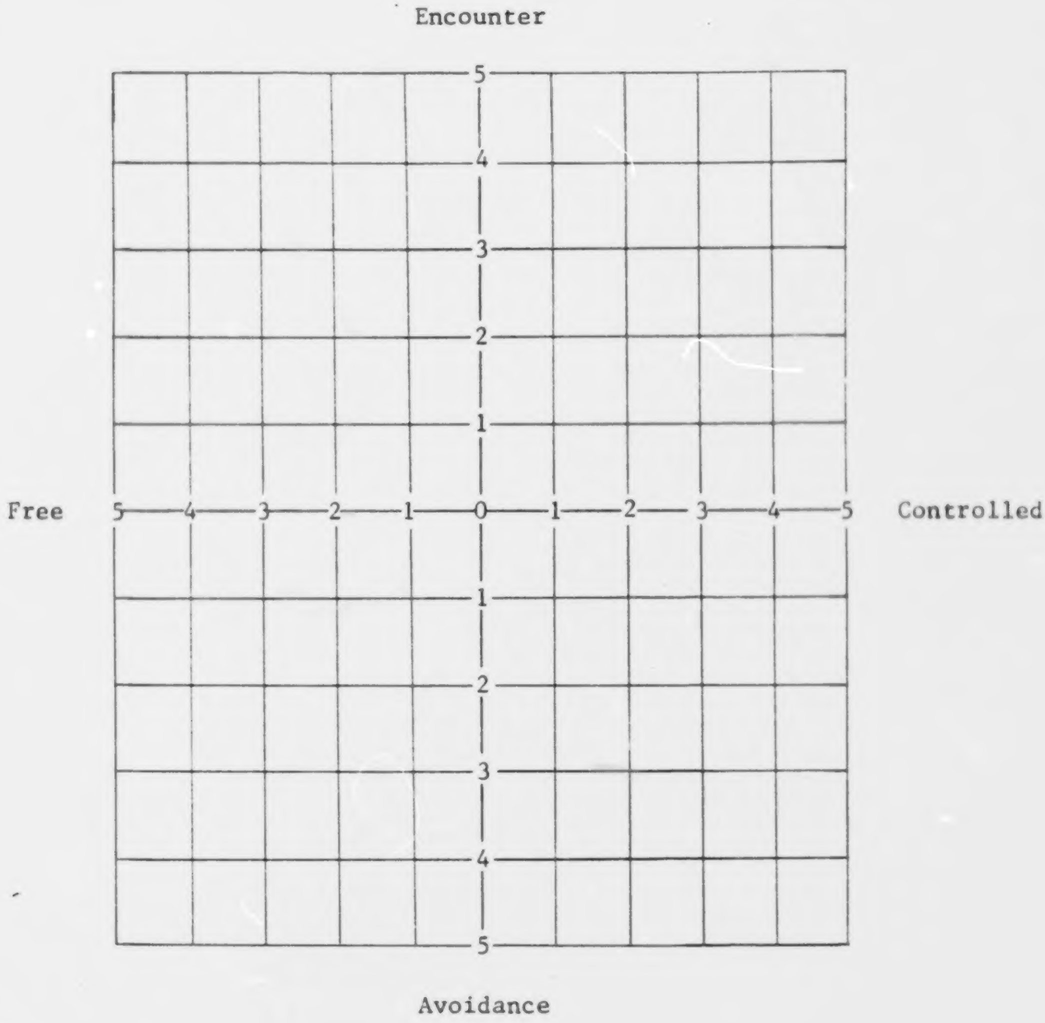
```
                  Encounter

                      5
                      4
                      3
                      2
                      1
Free      5 4 3 2 1   0   1 2 3 4 5      Controlled
                      1
                      2
                      3
                      4
                      5

                  Avoidance
```

Adjectives can be applied to relationships and learning designs in each of these 4 quadrants. An important feature of the dimensions in this graph is that any given point on the graph does not have a fixed value position as good or bad and, depending upon the situation being faced and the maturity of the individuals and the groups involved, the value connotations to any particular point change. For example, in a supervisory relationship there are times when a high degree of control is healthy, and times when a great deal of freedom and permissiveness can be allowed. It is probably true that one finds extremely dysfunctional relationships on both extremes of either dimension.

SELF-ASSESSMENT GRAPH FOR INTERPERSONAL RELATIONSHIPS



Place yourself on the graph. Place an X at the point on the graph that represents how you saw yourself during the decision-making consensus.

1. How did you feel about your behavior during the time? (Check a place below.)

Very satisfied	Quite satisfied	Somewhat satisfied	Somewhat dissatisfied	Quite dissatisfied	Very dissatisfied

BEST COPY AVAILABLE

Handout 6 for Version B
Modes of Group Decision Making

Groups have available to them 5 ways to arrive at a decision: the decision can be made by 1 person, by a few persons, by a majority of the group, or by the total group--through unanimity or consensus.

Decision making by *1 person* is illustrated by the familiar situation of having decisions made by the boss. There are many situations in which this is obviously the most efficient and satisfactory way to proceed. I am glad that someone decided that everyone should drive on 1 side of the street. Whether it is the right side or the left side doesn't matter, as long as we all drive on the same side in a given direction. Decisions by 1 person are often welcome, too, when contestants find strife so stressful and insoluble that merely having the matter settled is more attractive than the nature of any of the proposed solutions themselves. Similar remarks apply to decision making by *committee.*

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The group should not lose sight of 1 of the costs of using the method of consensus; surveys usually uncover subproblems, sometimes trivial, but sometimes serious. A majority vote merely makes known to the group information about which individuals (if it is a public vote) lean toward yes or no votes. A consensus, on the other hand, reveals pain. The group finds out which individuals are likely to suffer from the various decisions and it finds out something about the reasons for the suffering and the possible continuation of the suffering into the future. Often, conflicts between individuals are revealed. In brief, a majority vote can be relatively painless for those in the majority, since it hides whatever pain exists. A consensus opens the pain of individuals to the view of the group. When a group uses the technique of consensus, it should be ready for this consequence.

TAKING A SURVEY FOR CONSENSUS

1. The requesting member calls for a survey and states what he/she wants to know from the total group

2. Other members paraphrase the request until all are clear about what is being asked

3. Each person, in turn, briefly states his/her current position in response to the request

EXERCISE 4: DIAGNOSING GROUP DYNAMICS

90 Minutes

Purpose: To examine group process by applying the tools of the problem-solving process. To facilitate openness and trust building. To share perceptions of the group's operating procedures.

Setting: The group should have been working together for some time to generate enough data to provide focus.

Primary Activity: Meeting alternately in groups of 9 to 15 and in pairs/trios, the participants work to decide best ways to utilize skills training in group work. They work as a group at the task for a brief period (10 minutes), then in trios they study their own group effectiveness for about 5 minutes. The process is continued through 3 task meetings and 3 group process segments.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness Group diagnostic ability	Contributing to group's awareness of itself Openness Trust	Membership Productivity Feelings	Influence Individual differences

Steps:

1. Introduction to the exercise should include a statement on newsprint about purposes and the sequence of events to be followed (group work on assigned task alternating with trio meetings to study process).

2. Form a group of 9 to 18 persons. Direct this group to spend 10 minutes working on the task: "Decide on the best ways to utilize skills training in group work."

3. At the end of 10 minutes, interrupt the task. Divide groups into trios. Distribute Handout 1, Trio Meeting #1: Membership Issues. Allow 5 minutes for trios to complete this meeting--discussing and developing lists to be shared later.

4. Call time. Return to the total group to continue working on the task of identifying the best ways to get help from skills training for backhome work. Allow work to continue for 10 minutes.

5. Direct participants to return to their trios. Distribute Handout 2, Trio Meeting #2: Data Gathering, Issue Analysis and Action Alternatives. They are to discuss and complete Handout 2 (to be shared later). Allow 5 minutes.

6. Return to the total group to continue working at the task of identifying the best ways to get help from skills training for backhome work. Allow work to continue for 10 minutes.

7. Direct participants to return to their trios. Distribute Handout 3, Trio Meeting #3: Action Diagnosis. They are to discuss and complete this handout. Allow 5 minutes.

8. Call time and announce a change in focus. Return to the total group and spend 15 minutes on a different task:

   a. Share and examine the data gathered during the trio meetings to determine the forces that had the greatest effect on your group's accomplishment of its task.

   b. Agree on the 3 forces that were most influential (in getting the task done).

   c. Discuss why you believe these forces were most influential. Record on newsprint the key ideas from your discussion.

9. Call time and bring all groups together for a general discussion. Distribute Handout 4, Five Dimensions of Group Growth. Conduct discussion focusing on newsprint reports and key concepts of Handout 4.

Trainer Preparation:

1. Read exercise and all handouts.

2. Assemble all handouts.

3. Prepare newsprint chart of key concepts in Handout 1, to be used in Step 9.

Materials:

1. Copies of Handout 1, Trio Meeting #1: Membership Issues (for all participants)

2. Copies of Handout 2, Trio Meeting #2: Data Gathering, Issue Analysis and Action Alternatives (for all participants)

3. Copies of Handout 3, Trio Meeting #3: Action Diagnosis (for all participants)

4. Copies of Handout 4, Five Dimensions of Group Growth (for all participants)

5. Newsprint, felt tip pens and masking tape (for each cluster group, to be used in Step 8)

6. Newsprint chart of key concepts in Handout 1 (to be used by trainer in Step 9)

Exercise 4

Handout 1
Trio Meeting #1: Membership Issues

The task of the trio now is to formulate your reactions to the following question:

> What factors are helping us and what factors are blocking us in becoming members of this group? (Make lists.)

Becoming Group Members

Helping factors	Blocking factors

Please be prepared to share your reactions.

the learning of others, the task of the trio in this session is to think about, write down and share reactions to the following:

1. What is going on in the group?	Who is causing it?	Who is affected by it?	What kind of activity is it?

2. How do we feel about it?

3. What are some action possibilities for us to try out in our next meeting? (The next meeting will focus on how your plans worked out.)

    a. Action possibility ______________________________

    Chance of success ______________________________
    Very good So-So Very poor

    b. Action possibility ______________________________

    Chance of success ______________________________
    Very good So-So Very poor

    c. Action possibility ______________________________

    Chance of success ______________________________
    Very good So-So Very poor

    d. Action possibility ______________________________

    Chance of success ______________________________
    Very good So-So Very poor

Exercise 4

Handout 3
Trio Meeting #3: Action Diagnosis

The trio task here is to reflect back on your last meeting, the action ideas each of you had and the session that followed. Then, turn your attention to the questions of:

1. What did we actually do?

2. What happened? The idea probably (a) worked, (b) didn't work or (c) was changed. People probably had responses to your action attempts. List words and phrases which describe these 2 dimensions.

How well the idea worked	How people seemed to feel

Exercise 4

Handout 4
Five Dimensions of Group Growth

There are 5 dimensions in which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

1. Membership: When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were being serious? Is it all right to come late, to leave early, to smoke or to dress informally? Will membership in this group facilitate or conflict with other roles you have in life? Will others in the group have the same values and attitudes that you have? Will membership in this group be stimulating, boring, exciting, threatening, rewarding or inconsequential?

2. Influence: As the meaning of membership becomes clearer to you, your attention generally turns to questions of influence. Who is the leader of this group? Is there a chairperson? Will the "real leader" please stand up? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or perform leadership functions? Are there individuals in the group who care about the power of being leaders more than they do about the goals and issues of the group?

3. Feelings: As norms of membership and influence become clear for you, the expression of your feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly so it can be worked out constructively? Can you express your feelings freely as they occur so that you don't have to bottle them and let them build up to a point at which they burst through inappropriately? Do people wait until they "get out the door" to tell 1 or 2 colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than as a destructive attack? Is expression of positive feelings seen as honest feedback rather than as an effort to influence or "paint the lily"?

4. Individual differences: Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach the point of taking maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings and of seeing the other members as likeable because they are pretty much the same as themselves. This level is sometimes referred to as the "honeymoon state." If enough trust develops, members may begin to recognize and value each other's individual

differences. A new set of questions becomes relevant. Do the members make an effort to learn about each other's experiences, attitudes, knowledge, values, skills and ideologies? Do members work at sharing their ideas in order to get each other's reactions and different ways of looking at issues? Do they let each other know that they appreciate these differences even if they don't agree with them?

5. Productivity: Most groups exist for a purpose that involves some kind of product. It might simply be fun. It might be a better mouse trap or an improvement in the learning experiences of children. The product of many groups tends to be the "lowest common denominator of the individuals' potential. The level of productivity a group can reach depends upon the ways in which norms of membership, influence, feelings and individual differences get worked out. Ideas of different individuals can be combined into better ideas that no one alone would have thought of. Then following questions become important. How much energy goes into arguing about which ideas are "better" or "right"? How much energy is spent on developing new ideas by combining old ones? Is an effort made to diagnose situations in order to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly rather than moving quickly to taking action? Do members take the time to seek each other's reactions and ideas? Do the norms of the group support members' rights to give reactions and ideas?

The ways that a new group works out these 5 dimensions of its growth have 2 consequences. One concerns the way that tasks are accomplished; tasks may be accomplished efficiently or inefficiently, thoroughly or partially with a high degree of quality or in a shoddy manner. The other concerns the maintenance of the group; when there is much esprit de corps, individuals are pleased and excited about being members, but when morale is low, confusion and frustration may drive some members out of the group.

EXERCISE 5: DIMENSIONS OF COOPERATION

"Five Squares"

90 Minutes

Purpose: To focus attention on the definition and the need for cooperation in solving group problems. To enable participants to increase their awareness of some of their own behaviors and to receive feedback from others on the effects of those behaviors that help or hinder effective problem solving in group situations.

Setting: This exercise can be focused in various ways according to the trainer's objectives in meeting his/her diagnosis of group needs. Three versions of increasing difficulty are included. Individual tables that will seat 5 participants are required, in a room large enough to allow the tables to be spaced far enough apart that groups cannot easily observe other groups as they work.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness	Awareness of own behavior Openness	Feelings	Influence Productivity

Steps:

1. Announce the purpose of the exercise and call attention to the agenda, noting that the time will be approximately 90 minutes.

2. Ask individuals to work alone to write a definition of cooperation which includes illustrative examples of tasks that require cooperation and behaviors that facilitate cooperation.

3. Instruct participants to form pairs, choosing a person they know least well. Share lists with pair partners and produce (1) a joint statement of the meaning of cooperation and (2) a list of required behaviors for cooperation in a group problem-solving situation.

4. Ask 2 participants to serve as newsprint recorders. Invite reports and record 2 or 3 definitions of cooperation and lists of behaviors required. After recording is complete, underscore the key words and add to the list the following if they are not already included:

   a. Need to understand total problem to be solved

   b. Need for each individual to see how he/she can contribute to group's solving the problem

   c. Need for each individual to be aware of the potential contribution of other individuals

   d. Need to see other individual's problems in order to help him/her make his/her maximum contribution to the group effort

5. Announce that this exercise provides a way to test the dimensions of cooperation. Ask participants to form groups of 5; each group is to seat themselves at a table. Tell participants to read the instruction sheet placed on each table (Handout 1, Dimensions of Cooperation: "Five Squares"). Review the same instructions from a newsprint chart and give emphasis to the specific limitations. Before starting the task, give an opportunity for questions. Ask 1 person at each table to open the large envelope and distribute the 5 small envelopes. Give signal to begin. (When several groups have solved the problem or the predetermined maximum allowable time has elapsed, call time.)

   If the number of participants in the total group is not a multiple of 5, have any extra participants act as observers. They should be given Handout 4, Report of Observers.

6. Distribute Handout 2, Participant Observation Form. Ask participants to recall and write down their feelings and observations during the task. Announce that these data will be shared in their groups of 5.

7. Ask participants to share their observations in their groups of 5. Encourage them to identify and report specific behaviors they observed that helped or hindered.

8. Distribute Handout 3, Worksheet for Identification, Linking and Backhome Application. Direct individuals to work alone filling out Handout 3 and then share with pair partners, helping each other link identified behaviors to specific backhome situations and planned action.

9. Invite participants to share insights and specific applications they plan for back home. Encourage clarification and elaboration in the general discussion. Summarize by stressing the relationships of the experiences during the "Five Squares" exercise, the key words on newsprint and the specific backhome work situations mentioned.

Trainer Preparation:

1. Prepare 1 set of 5 squares for each group of 5 participants (see Versions A, B and C of Instructions for Making a Set of Squares).

2. Prepare newsprint sheet of agenda.

3. Prepare newsprint chart of instructions to the group.

4. Prepare blank sheets of newsprint, double thickness, for Step 4.

5. Double check Handouts 1, 2, 3 and 4.

Materials:

1. Newsprint, felt tip pens and masking tape

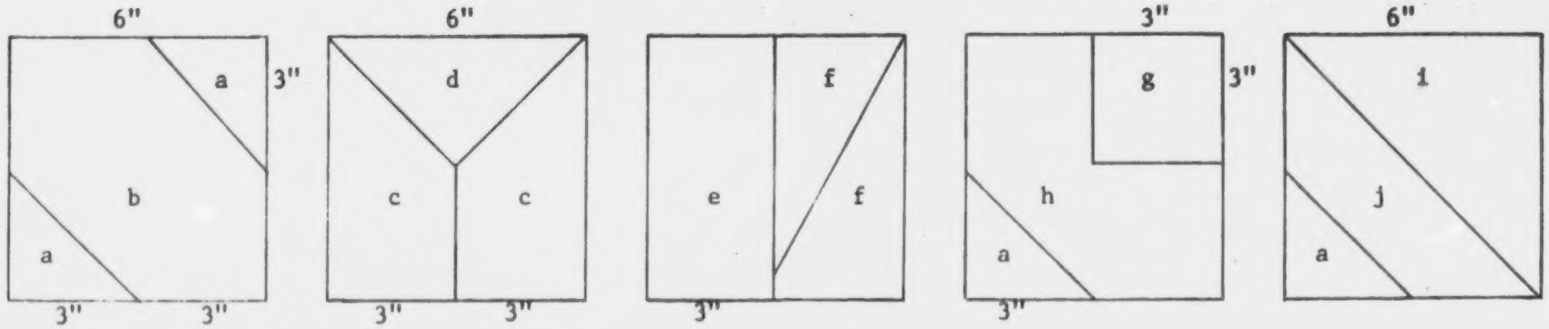
2. A set of instructions for each group member

3. A set of SQUARES for each group of 5

4. Handouts 1, 2 and 3 (for each participant) and Handout 4 (for observers)

5. Newsprint charts of the agenda and instructions to the group

Instructions for Making a Set of Squares: Version A
("Three-Piece Squares")



The lines should be drawn so that, when cut out, all pieces marked a will be exactly the same size, all pieces marked c will be exactly the same size and so on. By using multiples of 3 inches, several combinations will be possible that will enable participants to form 1 or 2 squares; but only 1 combination is possible that will form 5 squares 6 by 6 inches.

After drawing the lines on the 6-by-6-inch squares and labeling them with lower-case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Label 5 envelopes A, B, C, D and E. Distribute the cardboard pieces in the 5 envelopes as follows:

Envelope A has pieces i, h and e

Envelope B has pieces a, a, a and c

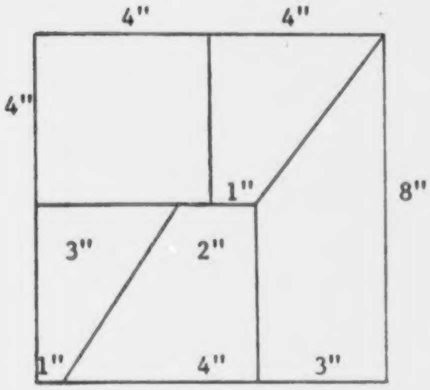
Envelope C has pieces a and j

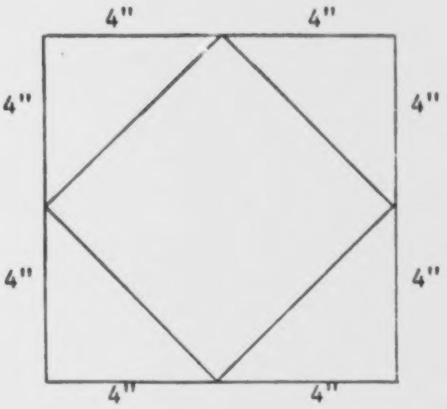
Envelope D has pieces d and f

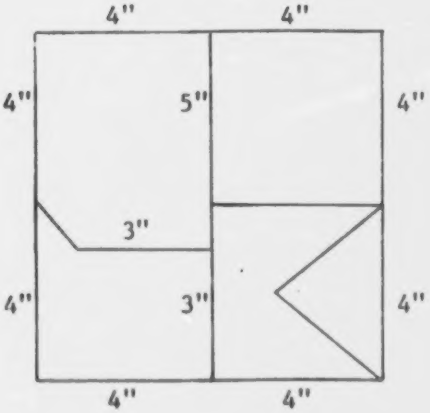
Envelope E has pieces g, b f and c

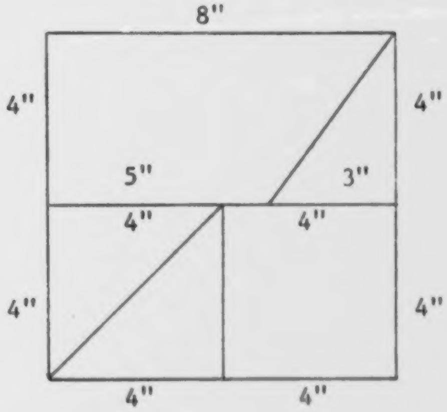
Erase the penciled letter from each piece and write, instead, the appropriate envelope letter, i.e., Envelope A, Envelope B, etc. This will make it easy to return the pieces to the proper envelope for subsequent use.

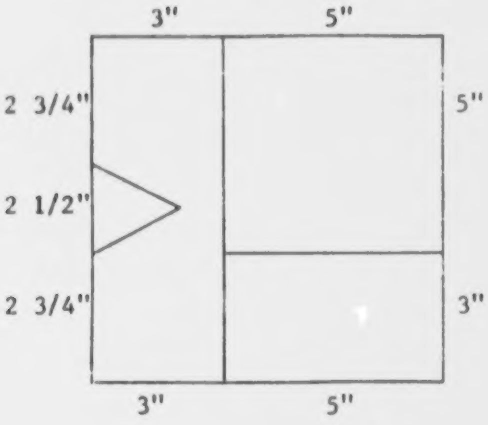
Instructions for Making a Set of Squares: Version B ("Old Original")





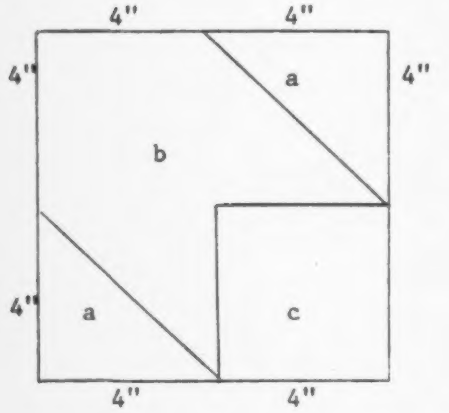


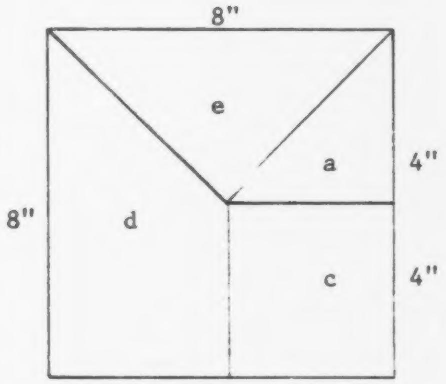


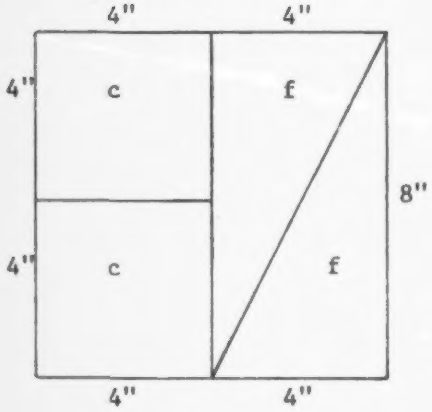


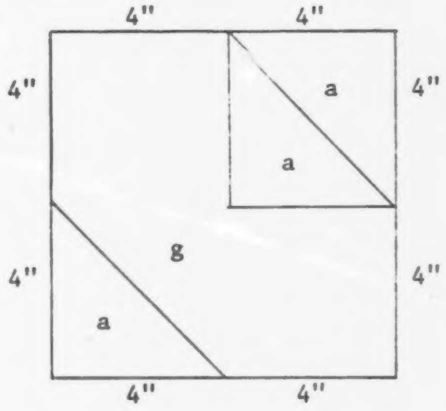
Random packaging of pieces in 5 envelopes.

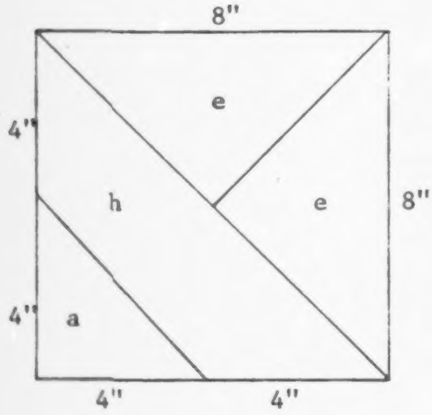
Instructions for Making a Set of Squares: Version C
("Four-Piece Squares")











Number of pieces of each shape:

a = 7
b = 1
c = 4
d = 1
e = 3
f = 2
g = 1
h = 1

20

Contents of envelopes:

#1: a, b, e, f

#2: a, c, d, f

#3: a, a, e, g

#4: a, a, a, h

#5: c, c, c, e

Exercise 5

Handout 1
Dimensions of Cooperation: "Five Squares"

INSTRUCTIONS TO THE GROUP

A. In this package are 5 envelopes, each of which contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form 5 squares of equal size. The task will not be completed until each individual has before him/her a perfect square of the same size as that held by others.

B. SPECIFIC LIMITATIONS are imposed upon your group during this exercise:

  1. No member may speak
  2. No member may ask another member for a card or in any way signal that another person is to give him/her a card
  3. Members may give cards to other members

C. The groups will be monitored and ground rules will be enforced.

D. As a group completes its task, the members may silently observe other groups at work.

Exercise 5

Handout 2
Participant Observation Form

Recall and write down your feelings and observations during the exercise.

Identify and be prepared to report on specific behaviors that helped or hindered.

Examples of specific behaviors (add as many as you noticed)	For each behavior indicate your experience and observations as follows: ● Your feelings ● Your guess about others' feelings ● Any nonverbal reactions ● How it helped, how it hindered
1. When a person held onto a key piece because he/she did not see the solution	
2. When a person completed his/her square correctly and sat back	
3. When a person could not see the solution as quickly as others	
4. When a person tried to give to another person	
5. When a person withheld from another person	
Others:	
6.	
7.	
8.	
9.	
10.	

Exercise 5

Handout 3
Worksheet for Identification, Linking and Backhome Application

Ideas about cooperation and behaviors required for cooperation which I have become aware of in this exercise:

Groups, projects and situations back home for which I think I can try out new cooperation behaviors:

Ways in which I think I can use these ideas in my backhome situation:

Exercise 5

Handout 4
Report of Observers

A. For Four-Piece Squares and "Old Original" (Five-Piece Squares)

1. When someone holding a key piece did not see the solution:

   What do you think other members felt?

   What clues did you pick up that made you think so?

2. When someone had completed his/her square correctly and then sat back with self-satisfied smile on his/her face:

   What would you guess were his/her feelings?

   What reactions did you notice from other members?

   What would you guess they were feeling?

   What were your own feelings?

3. When a person could not see the solution as quickly as the others:

   What did you think were the feelings of the others toward that person?

   What were your own feelings toward him/her?

4. What evidence did you see of participants trying to help each other?

5. What did you experience during the exercise?

B. For Three-Piece Squares

1. What evidence did you see of participants trying to help each other?

2. What evidence did you see of help being withheld?

3. How did people act when they had completed their part of the task?

4. How did their behavior make you feel?

EXERCISE 6: EFFECTS OF HIDDEN AGENDAS

90 Minutes

Purpose: To experience a situation in which specific hidden agendas exist. To observe and identify clues to hidden agendas. To identify and discuss ways for dealing with hidden agendas. To derive implications for utilization in group work back home.

Setting: This exercise should perhaps not be selected as a first workshop experience. Room requirements: area large enough to permit semi-privacy for groups of 8 to 12.

Primary Activity: Clusters of 8 to 12 persons are divided into 2 equal groups of role players and observers. Through role playing activity with specific briefings for players and for observers to follow, the activity focuses on hidden agendas, clues for spotting them, and techniques for dealing with them.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Trust	Contributing to group's awareness of itself	Membership	Productivity
Problem-solving effectiveness		Influence	Communication

Steps:

1. Introduce the exercise by stating the purpose and briefly describing the sequence of activities.

2. Form groups of 4. Distribute Handout 1, Generalizations about Hidden Agendas. Ask them to read, discuss and provide illustrations from their own experiences.

3. Join 2 group of 4 together for role play, observation and discussion. Tell them to select 4 to act out the situation and 4 to be observers.

4. Give Handout 2, Supervisor's Briefing Sheet, to 1 of the role players, and ask this person to go by himself/herself and get acquainted with briefing sheet.

   Give Handouts 3, 4 and 5, Committee Member Briefing Sheets, to each of the remaining 3 role players. Ask role players to leave the room. Instruct them to not share role descriptions with each other. Ask them to read briefing sheets carefully and get well acquainted with the hidden agendas which are part of their briefing sheets. Tell them they have 5 minutes to get into their roles.

   Give Handout 6, Observer Guide #1, to 2 of the observers. Give Handout 7, Observer Guide #2, to the other 2 observers. Tell them to study the guides until role players return.

5. Call role players back and seat them in the center (at a table or informally). Start the role play. Continue until the Saturday schedule is established or the supervisor gives up.

6. Stop the role play. Ask observers to report. Instruct the group to discuss the role play and identify:

   a. What the hidden agendas were

   b. What skills the supervisor was concious of using

   c. What the supervisor's feelings were as he/she tried to find the problem with setting the Saturday schedule

7. Conduct a discussion to summarize key ideas (from Handout 1, Generalizations about Hidden Agendas) about effects of hidden agendas and ways of coping with them.

   Record key ideas on newsprint.

The following are suggestions for varying the design.

Variations in the Training Design

A. If the Saturday schedule is set up without the hidden agenda coming out into the open, another role playing scene can be set up in which the same group meets 3 weeks later to discuss another problem (e.g., teachers complaining about inadequate equipment), but their behavior is still influenced by the same hidden agendas.

B. A different setting might be used for this exercise, e.g., an extracurricular meeting between a group of college students and their faculty advisor (perhaps a student government committee), with the students acting on the assumption that their advisor is an administration spy and stooge.

Trainer Preparation:

1. Read exercise and handouts carefully.

2. Determine any variations in the design that you wish to incorporate. Be sure that any changes are compatible with the overall design.

3. Assemble materials.

Materials:

1. Copies of Handout 1, Generalizations about Hidden Agendas (for all participants)

2. Copy of Handout 2, Supervisor's Briefing Sheet (for 1 person in each group of 4 role players)

3. Handouts 3, 4 and 5, Committee Member Briefing Sheets (for 3 persons in each group of 4 role players)

4. Two copies of Handout 6, Observer Guide #1 (for 2 of the 4 observers)

5. Two copies of Handout 7, Observer Guide #2 (for the remaining 2 observers)

6. Newsprint, felt tip pens and masking tape for use in Step 7

Exercise 6

Handout 1
Generalizations about Hidden Agendas

Many times the stated purpose of a group meeting does not represent the real concerns of its members, and yet they do not feel free to say so. What they really want to talk about may be described as a hidden agenda. A hidden agenda may be based upon facts, it may be based upon misunderstanding, such as an unfounded rumor, or it may be based on negative feelings about what is happening.

To detect hidden agendas, one must carefully observe how the group works, note what it accomplishes, listen carefully to what is said and draw conclusions from the data gathered.

A group tends to function more effectively when its members understand the influence of hidden agendas and when the group discusses and clarifies them.

- Hidden agendas are facts which influence the effectiveness of a group
- Hidden agendas can come to the surface and be rechanneled as productive resources for the group
- If hidden agendas remain hidden, they are most likely to affect the group in destructive ways
- Hidden agendas are produced by multiple causes, e.g., an event outside the group, the influence of invisible committees on members, the effects of unfounded rumors on members, personal needs of the members, etc.
- Coping with and handling hidden agendas in a group requires skills in:
    - Discerning the presence of hidden agendas
    - Determining whether it is an appropriate time to ask people to share their unstated questions
    - Determining ways of surfacing hidden agenda items and dealing with them openly

Exercise 6

Handout 2
Supervisor's Briefing Sheet

You have been a classroom teacher for the past 10 years and have taught in 2 different school districts in the state. By going to summer school, you have completed an advanced degree and obtained your credential as a curriculum specialist. This is your first job as a curriculum supervisor and you are new to the district.

You are very anxious to do well in this new job and want to establish good rapport with the teaching staff and administration. As supervisor, you have been appointed chairperson of a key curriculum coordinating committee for the current major curriculum development project in the district. The teacher members of your committee served on different subcommittees for the project and were chosen because of demonstrated leadership. You see the potential power of this group and want to get off to a good start with them.

A proposal to the school board will be negotiated in 2 months based on project plans. You have not yet met these committee members and, because it is a large school district, you know relatively few of the other members of the teachers group, although you were a member in good standing in the state organization and the local associations where you previously worked.

The superintendent has directed you to get this new committee organized and working as soon as possible. It is now Friday, and you know the group will have to work on Saturday mornings to get the job done. You have arranged a first organizational meeting of the committee after school. Your agenda is to persuade them to work the next several Saturday mornings in order to meet the deadline. You expect some resistance from them since you have never liked to work on Saturday, even with the extra pay provided. In the district you just left, most teachers felt this way.

Before you come into the meeting, plan your approach to the committee members. They are not required to work overtime if they do not want to, though you know they do get a nominal flat hourly rate if they do. Think over their possible attitudes and how to deal with them. Also think over alternative approaches in case your original plan is not appropriate.

Exercise 6

Handout 3
Committee Member Briefing Sheet for Teacher A

You are a classroom teacher who has been employed in the school district for some time. You like your work, the pay is adequate and working conditions are good.

For some time you have been working on a major curriculum development project as a member of 1 of several different subcommittees. You have enjoyed the work on the committee. You are involved and committed to the success of the project.

Last Monday you were asked to serve on a new coordinating committee for the project with several other teachers from other subcommittees. The chairperson of the committee is the district curriculum supervisor, who is new this year. You do not know him/her personally. You have heard this is his/her first administrative position after a few years as a teacher.

The goal of this committee is to pull together the ideas from the other committees and prepare a proposal to the board. This requires considerable skill and teachers are usually proud to be assigned such a key responsibility.

It is Friday, and the supervisor has called a first organizational meeting of the committee to set up a work schedule. You know via the grapevine that he/she intends to ask you to work Saturday mornings. You don't object to Saturday work. In fact, you can use the extra money even though it is only a nominal amount paid on a flat hourly rate to all. However, the teachers organization is trying to strengthen its position in negotiation, and you have heard the administration is trying to limit the association's activities. Traditionally, association meetings have been held on Saturdays, and you are active in its affairs. While you don't know the supervisor, you have heard he/she is hostile to association policies and activities and that this is 1 reason he/she is "moving up." You don't like this.

Although you want this extra work, for the pay and because of your vested interest in the project, and will eventually agree to it, you also want to give the supervisor a "bad time" in getting you to agree to a schedule. For example, there is an association picnic set for a Saturday soon, and you want to go. You will naturally be reluctant to accuse your supervisor openly of being anti-association, but you may let a few indirect and bitter remarks drop now and then. If the supervisor tries very hard to find out what is eating you, you might tell him/her, but that will depend on how you feel toward him/her at the time.

Exercise 6

Handout 4
Committee Member Briefing Sheet for Teacher B

You are a classroom teacher who has been employed in the school district for some time. You like your work, the pay is adequate, and working conditions are good.

For some time you have been working on a major curriculum development project as a member of 1 of several different subcommittees. You have enjoyed the work on the committee. You are involved and committed to the success of the project.

Last Monday you were asked to serve on a new coordinating committee for the project with several other teachers from other subcommittees. The chairperson of the committee is the district curriculum supervisor, who is new this year. You do not know him/her personally. You have heard this is his/her first administrative position after a few years as a teacher.

The goal of this committee is to pull together the ideas from the other committees and prepare a proposal to the board. This requires considerable skill and teachers are usually proud to be assigned to such a key responsibility.

It is Friday, and the supervisor has called a first organizational meeting of the committee to set up a work schedule. You know via the grapevine that he/she intends to ask you to work Saturday mornings. You don't object to Saturday work. In fact, you can use the extra money even though it is only a nominal amount paid on a flat hourly rate to all. However, the teachers organization is trying to strengthen its position in negotiation, and you have heard the administration is trying to limit the association's activities. Traditionally, association meetings have been held on Saturdays, and you are active in its affairs. While you don't know the supervisor, you have heard he/she is seeking to get a higher administrative job and is doing all he/she can to make this committee a success. You don't like this.

Although you want this extra work, for the pay and because of your vested interest in the project, and will eventually agree to it, you also want to give the supervisor a "bad time" in getting you to agree to a schedule. For example, there is an association picnic set for a Saturday soon, and you want to go. You will naturally be reluctant to accuse your supervisor openly of being anti-association, but you may let a few indirect and bitter remarks drop now and then. If the supervisor tries very hard to find out what is eating you, you might tell him/her, but that will depend on how you feel toward him/her at the time.

Exercise 6

Handout 5
Committee Member Briefing Sheet for Teacher C

You are a classroom teacher who has been employed in the school district for some time. You like your work, the pay is adequate and working conditions are good.

For some time you have been working on a major curriculum development project as a member of 1 of several different subcommittees. You have enjoyed the work on the committee. You are involved and committed to the success of the project.

Last Monday you were asked to serve on a new coordinating committee for the project together with several other teachers from other different subcommittees. The chairperson of the committee is the district curriculum supervisor, who is new this year, and you do not know him/her personally. You have heard this is his/her first administrative position after a few years as a teacher.

The goal of this committee is to pull together the ideas from the other committees and prepare a proposal to the board. This requires considerable skill and teachers are usually proud to be assigned to such a key responsibility.

It is Friday, and the supervisor has called a first organizational meeting of the committee to set up a work schedule. You know via the grapevine that he/she intends to ask you to work Saturday mornings. You object to Saturday work because you have made commitments to your family. The teachers organization is trying to strengthen its position in negotiation, and you have heard the administration is trying to limit the association's activities. Traditionally, association meetings have been held on Saturdays, and you are active in its affairs. While you don't know the supervisor, you have heard he/she is hostile to association policies and activities and that this is 1 reason he/she is "moving up." You don't like this.

Although you want this extra work, for the pay and because of your vested interest in the project, and will eventually agree to it, you also want to give the supervisor a "bad time" in getting you to agree to a schedule. For example, there is an association picnic set for a Saturday soon, and you want to go. You will naturally be reluctant to accuse your supervisor openly of being anti-association, but you may let a few indirect and bitter remarks drop now and then. If the supervisor tries very hard to find out what is eating you, you might tell him/her, but that will depend on how you feel toward him/her at the time.

Exercise 6

Handout 6
Observer Guide #1

Instructions

You are to look for answers to this question: "What are the committee members keeping from the supervisor?" Look for behavior such as: comments that appear to have double meanings, members not responding directly to the supervisor, inappropriate nonverbal responses, etc.

The hidden agenda may be	What the committee member did or said that makes me think so

BEST COPY AVAILABLE

Exercise 6

Handout 7
Observer Guide #2

As you listen to the meeting, try to analyze the position of the various committee members.

1. Does the curriculum supervisor open the meeting in a way that encourages free discussion of the issue?

2. What objectives do committee members present?

3. Does it appear that committee members have unstated questions? Do you detect clues that the committee members are not asking all they would like to know?

4. Do committee members appear suspicious of the curriculum supervisor's motives? What clues do you get? If so, do you think the supervisor detects the suspicion?

5. What effect do unspoken questions have upon the meeting?

6. Do you think the members of the committee should state all their concerns directly?

7. What would you do if you were the curriculum supervisor? Why?

EXERCISE 7: ENTERING A NEW GROUP I

60 Minutes

Purpose: To begin the process of "getting to know" other group members. To serve as an ice-breaker in stranger groups. To begin the process of sharing self-selected personal information with others. To identify uses for this activity.

Setting: Can be used as initial experience with the group. Trainer can use the total exercise as written or can select portions to use as quick warm-up, ice-breaker activities.

Primary Activity: Through a series of mixer exercises, individuals share information about themselves with other participants.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Openness	Awareness of own behavior	Feelings	
Trust		Membership	

Steps:

1. Introduce exercise by explaining its purpose and directing participants to form small groups (of 4 to 5 persons) and get acquainted, in any way they would like, for 5 minutes.

2. Instruct participants to switch groups, selecting a group with the fewest members from the first group in it. This time they will also have 5 minutes, but the focus of their activity is to share as much information as possible about their personal characteristics, interests and opinions.

3. Call time. Direct participants to switch small groups, again searching for the group with the most strangers in it. Instruct group members to share their answers to this question: "If reincarnation were really a fact and you had to be an animal in the next life, what animal would you choose to be? Why?" Allow 5 to 6 minutes.

4. Instruct individuals to switch small groups again, searching for the group with the most strangers in it. Instruct the group on the "family sayings" idea. (Remind the group that every family has its own favorite expressions, proverbs, slogans, advice, admonitions or warnings ("What will people think?" "Do you think money grows on trees?" "You have to learn in this world to swallow stones.")

   Direct participants to "Close your eyes for a few moments and see what repetitive sayings from your own family come to mind. Note these as they occur to you, with the source of each statement, i.e., who is saying it to you or who uses it the most. Then share this information with group members. You have approximately 6 or 7 minutes to share with each other."

5. Call time. Instruct individuals to swtich small groups, again searching for the group with the most strangers in it. Tell groups that they will continue to get acquainted by sharing information about themselves, but this time they will do it nonverbally (without the use of talking or the writing of notes). Allow 3 minutes for nonverbal sharing.

6. Bring together all participants for a discussion of the issues of entering a new group.

EXERCISE 8: ENTERING A NEW GROUP II

60 Minutes

Purpose: To begin the process of getting to know other group members. To serve as an ice-breaker in stranger groups. To begin the process of sharing self-selected personal information with others. To identify uses for this activity.

Setting: Can be used as initial experience with the group. Trainer can use the total exercise as written or can select portions to use as quick warm-up, ice-breaker activities.

Primary Activity: Through a series of mixer exercises, individuals share information about themselves with other participants.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Openness	Awareness of own behavior	Feelings	
Trust		Membership	

Steps:

1. Inform participants that in earlier times it was customary for people of a village to meet in the village square, exchanging greetings, sharing information and getting to know each other. In this exercise, the participants are the villagers.

2. For a 5-minute period, they are to mill about, making verbal contact with as many people as possible during the allotted time. They should share self-selected personal and professional information that they believe will enable others to know them better.

3. Stop the action. Direct participants to continue milling for 3 minutes, nonverbally interacting with as many persons as possible within the group.

4. Direct participants to select 3 or 4 other persons they perceive to be most like themselves. Discuss within the trio or quad their reactiosn to the 2 methods of interaction. It might be helpful in focusing the discussion to post previously prepared newsprint charts with the following questions:

   - What is involved in getting to know someone?
   - Was 1 form of interaction easier for you? Why?
   - What sorts of things did you discuss during the verbal interaction?
   - Did you tend to discuss the same topics with each person you met?
   - Who initiated conversation--you or the other person?
   - During the nonverbal period, was the interaction the same in each encounter?
   - On what basis did you select your trio or quad partners?

5. Instruct delegates to use the next 20 to 25 minutes to share additional information about themselves personally and professionally.

EXERCISE 9: GIVING AND RECEIVING FEEDBACK

Version A and Version B

85 to 100 Minutes

Note to Trainers: Two slightly different options in instructional strategy are given. Version A requires approximately 15 minutes less time than Version B.

Purpose: To practice giving and receiving feedback on self-chosen behavioral areas. To assess degree of helpfulness of the feedback. To analyze own and others' behavior in terms of effect on others.

Setting: This exercise should occur after participants have begun to know each other.

Primary Activity: Working in pairs (Version A) or in trios (Version B), participants will receive criteria for giving feedback and will have an opportunity to seek feedback from each other in self-chosen behavioral areas. They will discuss as a total group the implications for group work.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Feedback	Openness	Influence	Perception
Experimenting with own behavior	Trust	Communication	
Awareness of own behavior			

Steps for Version A:

1. Introduce the exercise by indicating the purpose of the exercise.
2. Distribute Handout 1, Criteria for Giving Feedback. Allow a few minutes for reading and any questions or comments participants may have. Reinforce by verbal comment if needed.
3. Form pairs, each individual selecting someone he/she would like to work with on the task of giving and receiving feedback.
4. Distribute Handout 2, Asking for Feedback, to all participants. Allow 10 minutes for participants to fill in the sheet.
5. Distribute Handout 3, Giving Feedback, to all participants. Ask participants to share with each other the area of behavior about which they want help. Tell them to write this information on Handout 3.
6. Allow 10 minutes of alone time to complete Handout 3.
7. Call time and instruct participants to work for 20 minutes giving and receiving feedback. They should monitor their own time, making sure each person has approximately half of the time.
8. Call time and distribute Handout 4, Seeker's Evaluation of Feedback, to be filled in individually. Allow 3 to 5 minutes.
9. Direct pairs to share and discuss their work on Handout 4 and any other information they wish. They are also to evaluate their practice in giving and receiving feedback, using all criteria in Handout 1, Criteria for Giving Feedback.

Trainer Preparation:

1. Read the exercise and all handouts.
2. Assemble handouts for all steps for all participants.

Materials:

1. Handout 1, Criteria for Giving Feedback (for all participants)
2. Handout 2, Asking for Feedback (for all participants)
3. Handout 3, Giving Feedback (for all participants)
4. Handout 4, Seeker's Evaluation of Feedback (for all participants)

Steps for Version B:

1. Introduce the exercise by indicating the purpose of the exercise.

2. Distribute Handout 1, Criteria for Giving Feedback. Explain that the following activity is based on this information. Ask participants to scan, underline or circle key ideas and to make notes if they wish.

3. Form trios. Tell them they will be working at the task of giving and receiving feedback in a Round Robin. Explain that in a Round Robin, each person will have an opportunity to perform each function. The functions are:

   a. Giving feedback

   b. Receiving feedback

   c. Observing the process of giving and receiving feedback

4. Distribute Handout 2, Asking for Feedback, to all participants. Allow 10 minutes for participants to fill in the sheet and to share with each other the area of behavior about which they will be seeking help (not their diagnosis or plan of action).

5. Distribute Handout 5, Observer's Evaluation of the Feedback, to all participants to be used by the trio member during his/her time as observer.

6. Instruct trios to decide who will be first to ask for feedback, to give feedback and to observe. Announce that each session of giving and receiving help will last 10 minutes, followed by 5 minutes for the observer to report.

7. Begin the first round. Call time after 10 minutes. Allow 5 minutes for observer to report.

8. Repeat 2 more times, announcing each round by asking trio members to switch roles at the beginning of each round.

9. Bring the total group together for debriefing the exercise. Using data secured by each person in his/her role as observer and referring to the criteria (a previously prepared newsprint chart of key words and phrases could be used here), ask participants to share learnings as they might apply to backhome group work. Record their ideas on newsprint.

Trainer Preparation:

1. Read exercise and all handouts.
2. Refer to Paper 3, Is Help Helpful?
3. Assemble materials.

Materials:

1. Copies of Handout 1, Criteria for Giving Feedback (for all participants)
2. Copies of Handout 2, Asking for Feedback (for all participants)
3. Copies of Handout 5, Observer's Evaluation of Feedback (for all participants)
4. Newsprint chart of key ideas in Handout 1 (if desired for use in Step 9)
5. Newsprint, felt tip pens and masking tape

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Exercise 9

Handout 1
Criteria for Giving Feedback
(Used in Versions A and B)

"Feedback" is a way of helping another person consider changing his/her behavior. It is communication that gives another person or a group information about how he, she or it affects others. As in a guided missile system, feedback helps individuals keep their behavior "on target" and thus better achieve their goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. Describing your own reactions leaves the other person free to use or not use the feedback. Avoiding evaluative language reduces the need for the other person to react defensively.
2. It is specific rather than general. Telling someone he/she is dominating is not as useful as telling him/her, "Just now when we were deciding the issue, you seemed inattentive to what others were saying, and I felt forced to accept your arguments or face your anger."
3. It takes into account both your needs and the needs of the other person. Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when you remind a person of some short-coming over which he/she has no control.
5. It is solicited rather than imposed. Feedback is most useful when the receiver himself/herself has formulated the kind of question which you can answer.
6. It is well timed. In general, feedback is most useful immediately after the given behavior has occurred (depending, of course, on the person's readiness to listen, on the support available from others, etc.).
7. It is checked for clarity. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what you had in mind.
8. When giving feedback in a training group, you and receiver both have the opportunity to check the accuracy of the feedback with others in the group. Is this only your impression, or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his/her behavior matches his/her intentions. It is a means for establishing one's identity, for answering the question, "Who am I?"

Exercise 9

Handout 2
Asking for Feedback
(Used in Versions A and B)

I would like to receive some feedback from my partner on the following behavioral area: (to be shared)

DIAGNOSIS

(For my personal use--to be shared if I desire)

Forces supporting my seeking this help are:	Forces inhibiting my seeking this help are:

Plan of Action*

1. Rate the forces according to how significant they are ____
   - 1--Most
   - 2--Somewhat
   - 3--Least
2. Rank the forces according to how powerful they are ______
   - A--Very
   - B--Somewhat
   - C--Not very
3. Select the forces in either column that seem easy to control
4. Select the forces you would need help on
5. Write the action you are ready to take in seeking feedback

---

*Use the other side of this page for your responses, if necessary.

Exercise 9

Handout 3
Giving Feedback
(Used in Version A Only)

I have been asked by my partner to give some feedback on the following behavioral area: (be sure to identify the person who is to receive your help)

DIAGNOSIS

Forces supporting my giving this help:	Forces inhibiting my giving this help:

Plan of Action*

1. Rate the forces according to how significant they are ___
    - 1--Most
    - 2--Somewhat
    - 3--Least
2. Rank the forces according to how powerful they are ___
    - A--Very
    - B--Somewhat
    - C--Not very
3. Select the forces in either column that seem easy to control
4. Select the forces you would need help on
5. Write the action you are ready to take in giving feedback

---

*Use the other side of this page for your responses, if necessary.

Exercise 9

Handout 4
Seeker's Evaluation of Feedback
(Used in Version A Only)

1. Place a check at the point on the line below which represents your overall feeling about the value of the help you received:

Very helpful	Somewhat helpful	Not at all helpful

2. Of the feedback you received in this session, what specific information was the most helpful?

3. What specific behavior on the part of the helper do you feel was most helpful?

4. Place a check at the point on the line below which represents your overall satisfaction with your attempts to get help.

Very satisfied	Satisfied	Very dissatisfied

5. What specific things happened in this session that you found not helpful?

Exercise 9

Handout 5
Observer's Evaluation of Feedback
(Used in Version B Only)

> Please concentrate on the BEHAVIOR OF THE GIVER OF FEEDBACK.
>
> Use all criteria in Handout 1, Criteria for Giving Feedback.

1. Place a check at the point on the line below which represents your overall feeling about the value of the help you observed being given:

Very helpful	Somewhat helpful	Not at all helpful

2. Of the feedback given, what specific information do you think was the most helpful?

3. What specific behavior on the part of the helper do you think was the most helpful?

4. What specific thing happened during your observation that you found not helpful?

EXERCISE 10: GROUP PRESSURE TOWARD CONFORMITY

90 Minutes

Purpose: To examine how group members influence each other. To experience group pressure toward conformity. To study the behavior of individuals being pressured to conform. To sharpen awareness of group interaction.

Setting: Working space for 12 to 18 persons to work in privacy is required.

Primary Activity: Clusters of 12 to 18 persons are divided into 2 groups of 6 to 9 persons to participate in a role play activity structured in such a way as to focus attention on:

a. Pressure for conformity

b. Effects of latecomers on the productivity of a working group

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Awareness of own behavior Experimenting with own behavior	Contributing to group's awareness of itself	Influence Feelings	Communication

Steps:

1. Introduce the exercise by presenting its purpose and activities. Form an even number of groups with 6 to 9 persons in each. Designate half the groups as role players (Group A) and the remaining half as observers (Group B).

2. Distribute to role players Handout 1, The Situation; Handout 2, Case Study of Johnny Rocco; Handout 3, Love/Punishment Scale. Tell the participants to read the handouts.

3. Distribute Handout 4, Guide for Observing the Role Play, to observers with instructions to study it and be prepared to observe and then make a report of their observations. Tell them to form observing groups--one to observe Latecomer #1, the other to observe Latecomer #2.

4. Select 2 members from Group A to be the latecomers to the meeting. Send them from the room. Start the meeting. Then brief the latecomers separately, giving Latecomer #1 Handout 5 and Latecomer #2 Handout 6. Keep them out of the room as the discussion continues.

5. As soon as the group reaches a unanimous decision, send in Latecomer #1. Direct observers to begin their observation.

6. After 8 minutes, send in Latecomer #2.

7. Continue the meeting until a high point has been reached or until the decision reached before arrival of the latecomers is either reaffirmed or changed.

8. Form new groups of 4 to 6 persons containing an equal number of persons from Groups A and B. Instruct the groups to do the following tasks:

   a. Discuss how the group behavior toward each latecomer affected the group's attitude toward its decision

   b. Discuss what the group did to influence each latecomer

   c. Produce a newsprint report of 3 learnings they derived from the exercise to share with the rest of the group

   d. Post the group's newsprint report on the wall

9. After 20 minutes, call the group together to share their reports. Additional theoretical points that should be stressed if not included on the newsprint reports are listed below.

    a. A group which has formed a mutually agreeable decision (in this exercise it was their own property reached by joint discussion) tends to protect this decision and therefore tends to put pressure toward conformity on persons who deviate

    b. If a group perceives that it is making the latecomer uncomfortable, it may try to rearrange understandings so that no difference of opinion seems to exist and therefore no deviant seems to exist

    c. The deviant under pressure is often quite uncomfortable

    d. It is easier for someone to resist group pressure when he/she is not attracted to a group

Trainer Preparation:

1. Read the exercise and all handouts.

2. Assemble all materials.

Materials:

(You may wish to provide copies of handouts for all participants at the close of the session. However, only the following distribution should be made during the exercise.)

1. Copies of Handout 1, The Situation; Handout 3, Case Study of Johnny Rocco; and Handout 3, Love/Punishment Scale (for role players only)

2. Copies of Handout 4, Guide for Observing the Role Play (for observers)

3. One copy of Handout 5, Latecomer #1's Role (for that role player only)

4. One copy of Handout 6, Latecomer #2's Role (for that role player only)

5. Newsprint, felt tip pens and masking tape for each discussion group

Exercise 10

Handout 1
The Situation

You are citizens of a community in which a new superintendent of schools has just been hired. The superintendent is eager to obtain some knowledge of your attitudes concerning the proper treatment of children who get in trouble in the schools and in the community.

The superintendent has asked you to discuss what you would want her to do with a typical case. Her interest is not in the specific method of treatment, but rather in your attitudes toward children who are in trouble. You have been invited to meet in the living room of a member of the group.

The superintendent has decided it would be wise for her not to be present at the meeting. She has furnished you with 2 documents. One document is a brief summary of the case on which she wants your counsel. The other is a scale she calls a "love/punishment scale." She has asked you to arrive at a unanimous decision concerning the point on this scale which best expresses your opinion.

You are informed upon your arrival that 2 persons are late and will be coming in soon. You are not to wait for them, but are to proceed with making your decision.

Exercise 10

Handout 2
Case Study of Johnny Rocco

Johnny is the third child in an Italian family of 7 children. He says that he has not seen his father for several years. His only recollection of his father is that he used to come home drunk and would beat every member of the family. Everyone ran when father came staggering home. Mother, according to Johnny, has not been much better. She is constantly irritable and unhappy. She has always told Johnny that he would come to no good end. She has had to work, when her health allowed her to do so and has been so busy keeping the family in food and clothing that she has had little time to "be the kind of mother she would like to be."

Johnny began to skip school when in the seventh grade. He is now in the ninth grade and is having great difficulty in conforming to the school routine. He seldom has lessons prepared, often misbehaves in class, is often a truant and has been in several fights with schoolmates in the past year.

Two years ago he was caught stealing from a local variety store. Since that time, he has been picked up by the police for stealing, for destruction of property and for being on the streets at a very late hour. The police have labeled him "a bad one."

The court has dealt with the matter by appointing a "big brother" to care for Johnny. The man, Mr. O'Brien, has brought the first semblance of discipline into Johnny's life. Through Mr. O'Brien, Johnny has obtained a job running errands in a grocery store. Thus far, he has worked well on the job, although he complains that his boss is too strict.

One teacher has great appeal for Johnny. She teaches English. He says that she is the only kind and thoughtful person he has known and that he would do anything for her. Despite this statement, Johnny has not done well in her classes. He apparently spends most of his time in English class daydreaming. The teacher has had very little contact with Johnny outside of class.

In senior high school, a number of things may be done or arranged for Johnny. A well-organized program of study fitted to Johnny's abilities and interests can be developed. It is also possible to have Johnny put into a foster home through the help of the State Children's Institute or to have him committed to the State Vocational School for Boys.

What plan the school system will follow next year depends, of course, upon how Johnny behaves in the next few months. In general, the schools want to follow policies that are accepted by the citizens of the community.

Exercise 10

Handout 3
Love/Punishment Scale

It is important to note that Johnny is not an attractive child. He is weak and sickly and shows signs of malnutrition.

What kind of attention should the public schools try to arrange for Johnny?

1. Give Johnny lots of love, warmth and affection so that he learns that he can depend upon others and that others will protect him and overlook his misconduct

2. Give Johnny understanding treatment of both his personal and family difficulties, based upon careful diagnosis so that Johnny can learn to deal with his problems, with the help of others when necessary

3. Help Johnny's mother set up a more wholesome family life

4. Give Johnny impersonal attention in an orderly routine so that he can learn to stand on his own feet

5. Give Johnny a well-structured schedule of daily activities with immediate and unpleasant consequences for breaking rules

6. Provide strict control over Johnny's activities and give immediate attention to misconduct so that he will learn adult standards for behavior

7. Create very strict controls over every event in Johnny's daily life and punish misconduct immediately and strongly

Exercise 10

Handout 4
Guide for Observing the Role Play

Instructions

1. Write the name of the latecomer you are observing in the appropriate column.
2. Keep a tally of the number of times comments are made to the latecomer that you interpret as pressure to conform.
3. Jot down key words to identify the comments as much as possible.
4. List what appear to you to be the effects of group behavior on the latecomer.

<table>
<tr><td colspan="2">Latecomer #1
Name ______________________</td><td colspan="2">Latecomer #2
Name ______________________</td></tr>
<tr><td colspan="2">Keep a tally of pressure-to-conform comments here:</td><td colspan="2">Keep a tally of pressure-to-conform comments here:</td></tr>
<tr><td>List key words of pressure-to-conform comments</td><td>List effects of group on latecomer</td><td>List key words of pressure-to-conform comments</td><td>List effects of group on latecomer</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Exercise 10

Handout 5
Latecomer #1's Role

You believe that point 6 on the scale best expresses your opinion. When you arrive at the meeting, please stick to this opinion.

You like this group very much. You like the topic under discussion. You are proud to have been asked to attend the meeting and think you will get a lot out of it. Many of your friends admire your activity in this advisory group.

Exercise 10

Handout 6
Latecomer #2's Role

You believe that point 6 on the scale best expresses your opinion. When you arrive at the meeting, please stick to this opinion.

You dislike this group very much. You don't like the topic. You are sure that this discussion will be a waste of time and that your friends would laugh at your spending time discussing this topic.

EXERCISE 11: THE HELPING RELATIONSHIP

90 Minutes to 2 Hours

Purpose: To analyze different aspects of the helping relationship. To apply workshop learnings to backhome problems. To experience seeking help with a problem and helping another person. To sharpen observation skills.

Setting: No prerequisite skills. Room large enough to allow group to be divided into working trios without being unduly distracted by conversation of neighboring trios. Preferably, there should be places where trios can work in at least semi-privacy.

Primary Activity: Group is divided into trios. Roles of helper, helpee and observer are assigned. Helpee describes a problem and seeks help from helper while observer makes notes to share. The process is repeated 3 times, allowing each participant to function in each of the 3 roles.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Trust Openness Problem-solving effectiveness	Experimenting with own behavior	Communication Influence	Perception

Steps:

1. Introduce the exercise by reviewing the purpose and activities.

2. Ask participants to spend a few minutes (3 to 5) alone in order to select a problem with which they would like help. Suggest the following criteria to assist in the process of problem selection.

    a. Choose an actual problem situation in which you are involved

    b. Choose a current problem--not a past success or failure

    c. Choose a limited problem (the amount of time to consider it will be brief)

    d. Choose a problem situation with people in it who have a direct relationship with you

3. Form helping trios. Distribute Handout 1, Guidelines for the Helper/Helpee Relationship, and Handout 2, Guidelines for the Observer. Tell the participants to review them in preparation for the exercise.

4. Distribute Handout 3, Procedure for Helping Trio Exercise. Review the procedures with the participants.

5. Announce the time of the general discussion (20 minutes at the end of the trio round). Tell the participants to divide the remaining time evenly in thirds (15 to 20 minutes for each round). It is the observer's responsibility to keep time. About 75 percent of the time in each round should be spent in helping--the remainder in feedback from the observer.

6. Send trios to their work locations. Remind them to follow the procedures outlined in Handout 3, Procedures for Helping Trios Exercise.

7. When trios return to general session (you may have to remind them), conduct a debriefing session using newsprint charts prepared before the session, briefly list information under the headings listed below. Concentrate on capturing feelings, ideas, suggestions and reactions.

What I learned about being a helper	What I learned about being a helpee	What I learned as an observer

8. Summarize. Use Theory Papers 2, The Helping Relationship and Feedback, and 3, Is Help Helpful?

Exercise 11

Handout 1
Guidelines for the Helper/Helpee Relationship

1. What is helpful from the helpee's point of view?
   - a. An atmosphere of friendliness and trust
   - b. Helper accepting me and my problem
   - c. Acceptance of own inadequacies and strengths
   - d. Helper empathizing rather than sympathizing with me
   - e. Helper who is objective
   - f. Helper helping me clarify issues and diagnose problem
   - g. Helper assisting me in looking at alternatives
   - h. A mutual approach to problem solving
   - i. Sense of progress in understanding and solving problem
2. What is helpful from the helper's point of view?
   - a. Establishing an atmosphere of acceptance and trust
   - b. Having a person-centered attitude
   - c. Setting limits to the parts of the problem which can be dealt with
   - d. Helping the other to present problem concisely
   - e. Encouraging the other to share his/her ideas and feelings
   - f. Acceptance of own inadequacies and strengths

Provide 1 copy for each member of trio.

Exercise 11

Handout 2
Guidelines for the Observer

1. What efforts were made to establish an atmosphere of trust and frankness?
2. Did the helper try to elicit relevant information?
3. How did the helper assist the helpee in seeing possible alternatives?
4. What did the helpee do that either added to or detracted from the success of the consultation session?

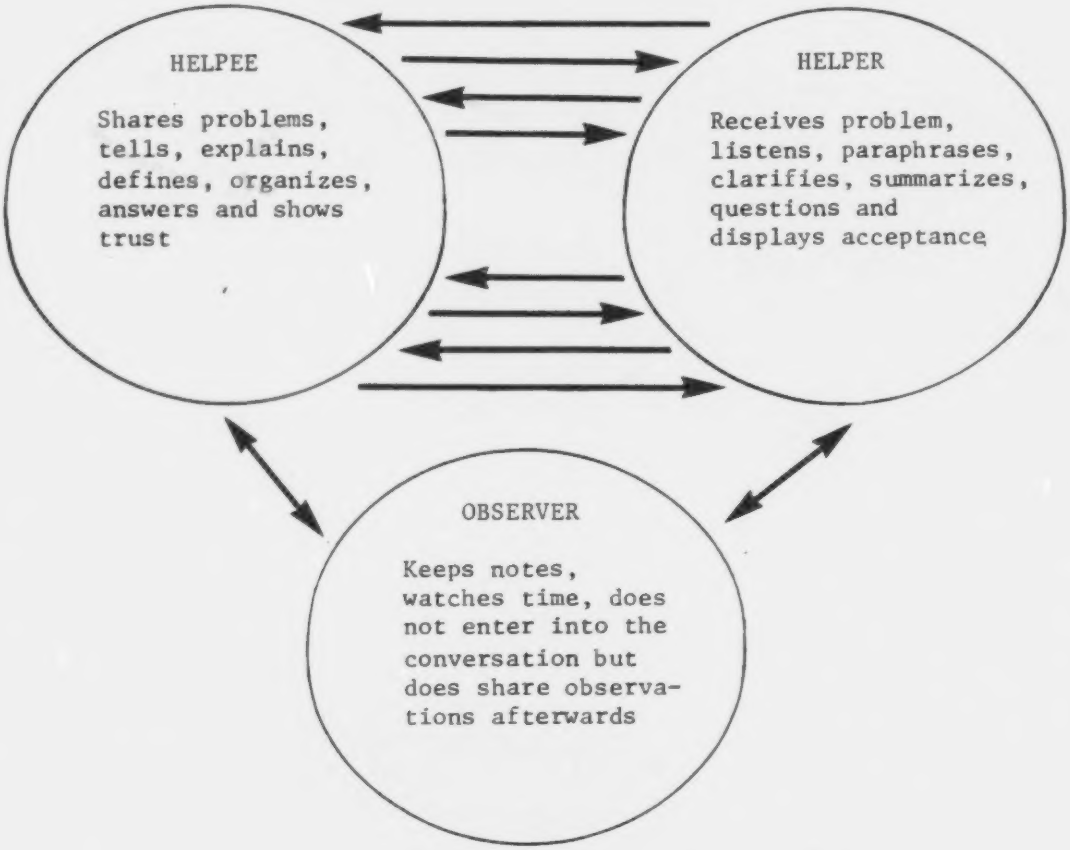
Provide 1 copy for each member of trio.

Exercise 11

Handout 3
Procedure for Helping Trios Exercise

Do the following tasks in your trios:

1. Select the order in which you will take each role in the exercise (note the diagram below for role definition)
2. Take note of the time and give each helping pair about 75 percent of the time available for that round (observer should make notes based on Handout 2, Guidelines for the Observer)
3. Hear and discuss the observation report
4. Switch roles and continue the round


HELPEE
Shares problems, tells, explains, defines, organizes, answers and shows trust
HELPER
Receives problem, listens, paraphrases, clarifies, summarizes, questions and displays acceptance
OBSERVER
Keeps notes, watches time, does not enter into the conversation but does share observations afterwards

Provide 1 copy for each member of trio.

EXERCISE 12: THE HOLLOW SQUARE[1]

"Effects of Implementing Someone Else's Plans"

90 Minutes

Note to Trainers: Preparation includes making sets of the puzzle for each team of planners. Sets should be cut from heavy cardboard at least twice the size of the given diagram.

Purpose: To sharpen observation skills. To study the effects of a group planning something for another group to carry out. To practice techniques of giving and receiving directions.

Setting: This exercise seems to work well after such exercises as 9, 11 or 19. The group is divided into teams of 8 (4 planners and 4 operators). Additional members should be designated as observers. Trainer also should observe, take mental notes, etc. to share with participants in debriefing.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Saving skills Problem-solving effectiveness	Experimenting with own behavior	Communication Productivity	Influence Perception

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[1] Warren Schmidt, UCLA, is the originator of this exercise.

Steps:

1. Introduce the purpose of the exercise. Inform the participants that this is an exercise in communication involving a split-team (planners and operators) task. The planning team will prepare a set of instructions for the operating team to follow in completing an assigned task.

2. Form groups of 8: 4 planners and 4 operators. In addition, designate 1 to 4 persons as observers for each group of 8.

3. Distribute Handout 1, Briefing Sheet for the Operating Team, to operators and send them to private area to work until the planners send for them. They are to read and follow the directions as written.

4. Distribute Handout 2, Briefing Sheet for the Planning Team, and Handout 3, Diagram for the Hollow Square, to planners. Tell them they have 45 minutes to complete the instructions.

5. Distribute Handout 4, Observation Guide, to observers.

6. Keep time. At the end of 40 minutes be sure planners are instructing operators. Five minutes later, disallow any further instruction by planners and make certain that all operators are at work.

7. Keep time for operators. At the end of 15 minutes warn them that they have only 5 more minutes. At the end of 20 minutes, call time. Work is stopped, even if the square is not complete.

8. Ask observers to report their observations. Request reports from planners and operators concerning their experience.

9. Conduct a general discussion and identify on newsprint similarities between the exercise and other organizational and group experiences. Ask in what ways this experience parallels what goes on in schools.

Trainer Preparation:

1. Read exercise and all handouts very carefully.

2. Prepare sets of Hollow Square puzzle at least 2 or 3 times as large as the design sketch in Handout 3. These should be cut from heavy cardboard or railroad board. Distribute pieces among 4 envelopes. Seal envelopes.

3. Double check all handouts.

Materials:

1. Copies of Handout 1, Briefing Sheet for the Operating Team, for operators only (you may wish to provide copies of all handouts for each participant at the end of the session)
2. Copies of Handout 2, Briefing Sheet for the Planning Team, and Handout 3, Diagram for the Hollow Square (for planners only)
3. Copies of Handout 4, Observation Guide (for observers only)
4. Sets of cardboard puzzle pieces distributed among 4 envelopes (1 set of 4 envelopes for each team of 8)
5. Newsprint, felt tip pens and masking tape for Step 9

Exercise 12

Handout 1
Briefing Sheet for the Operating Team

1. This is an exercise in communication involving a split-team task. A planning team (the other group) is currently preparing a set of written instructions for your group to follow in completing this task.

   Your planning team may call you in to instruct you at any time. If they do not summon you before 40 minutes, you are to report to them anyway.

   You are scheduled to begin work on your task in 45 minutes, after which your planning team can give you no further instruction.

   You are to complete the assigned task as rapidly as possible. Time will be called after 20 minutes.

2. All too often we find ourselves serving on a committee, commission or task force that thrusts itself into the assigned task at hand without taking time to form a cohesive, well-organized working group.

   While you are waiting to be called by your planning team, we would like to have you get better acquainted with each other and to assess what talents, skills, knowledge, background experiences, etc. each of you brings to this group. With this information, are there ways to organize the various members of your operating team--to assign roles and responsibilities, etc.--that will insure a smooth, effective team effort when your group is presented with its task?

   You know nothing about the nature of the task you will be asked to complete. Perhaps you may want to anticipate several kinds of tasks that your team might be asked to perform and then prepare to put into operation, depending upon the nature of the task received, the most appropriate of several alternative courses of action.

   Upon completion of the assigned task, it might be well to review what preparations you made and to share with the others attending this workshop those preparations that were most useful and facilitative. If you were to do this or a similar task again, are there things that you would do differently?

Exercise 12

Handout 2
Briefing Sheet for the Planning Team

This is an exercise in communication involving a split-team task. The planning team (your group) will prepare a set of written instructions for the operating team to follow in assembling the Hollow Square. Each of you will be given an envelope containing several cardboard pieces from the Hollow Square. The pieces from all envelopes, when properly assembled, will make up the pattern shown in Handout 3; however, the planning team will not assemble the pieces--that is the task of the operating team.

Your Task

1. Plan the best way for your operating team to assemble the 18 pieces to make the Hollow Square and write a set of "Sears and Roebuck" type directions for them to follow.

2. Instruct your operating team on how to carry out the plan. You may begin instructing your operating team at any time during the next 40-minute period (provide them with your written directions, explain these written instructions orally and given additional oral instructions and/or advice). The operating team is to begin assembling the pieces 45 minutes from now, after 5 minutes of instructions from you.

General Rules

1. Each planner must keep the pieces he/she has in front of him/her at all times. Repackage the pieces before calling in the operating team to do the assembling task and keep these envelopes closed while you are instructing the operators.

2. Planners may not touch or trade pieces with other members of the planning team during the planning or instructing phase.

3. You may not reproduce or show any graphic representation of the detailed design or any part of it to the operating team at any time. The design diagram sheets will be picked up by the trainer at the time you complete your planning and go to get your operating team.

4. You may not assemble the entire square at any time. This is to be the job of your operating team.

5. You may not mark on any of the pieces. Please keep the colored side face up and make no references in your written instructions to particular envelopes from which the pieces come.

6. Members of the operating team must also observe the above rules until the signal is given to begin the assembling.

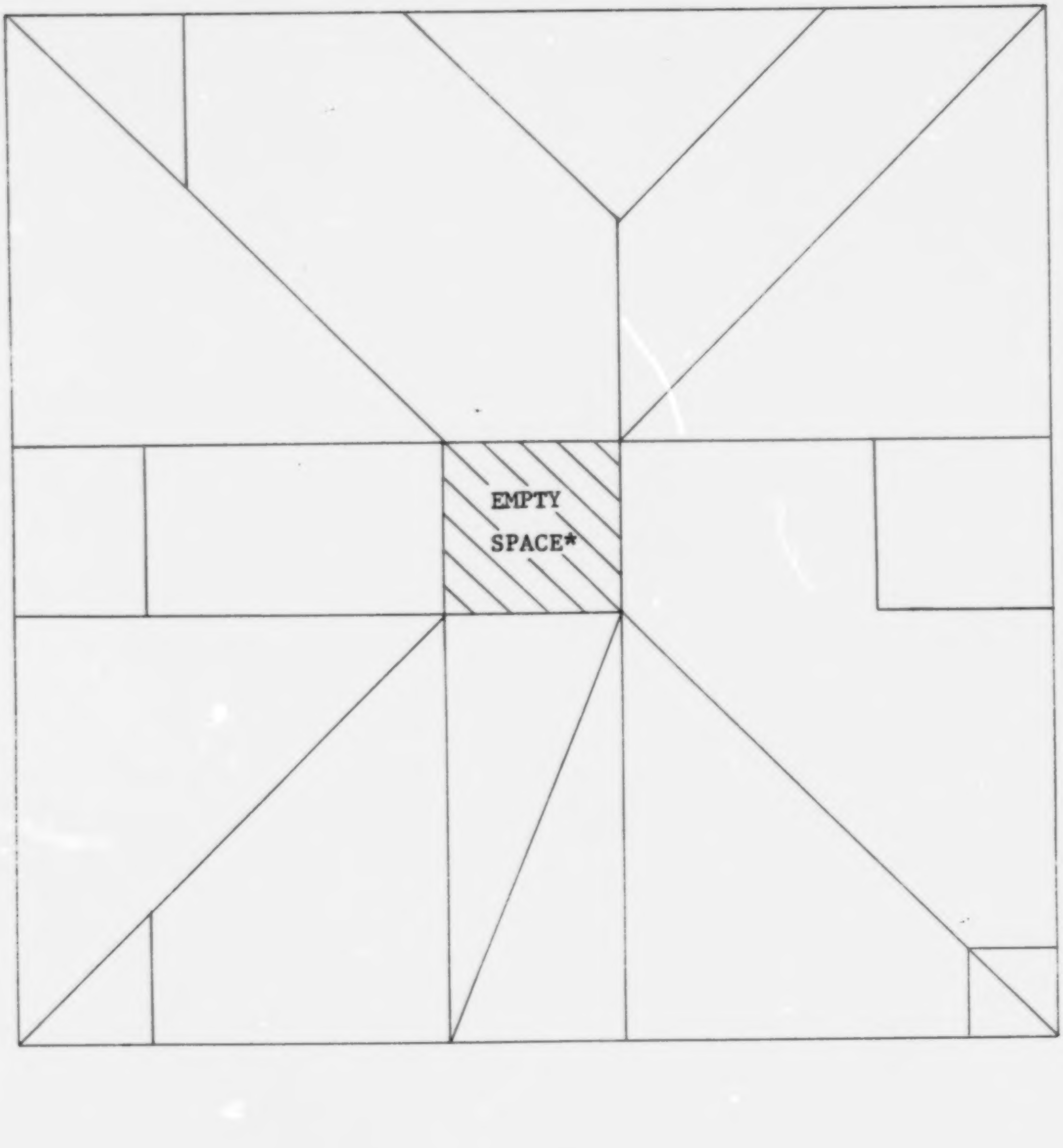
7. When the time is announced for your operating team to assemble the pieces, you may give no further instructions.

8. During the assembly period, watch for the following:

   - Is the operating team following your plans?
   - How clear and complete were your instructions?
   - What evidence do operating team members exhibit that your instructions were adequate or inadequate?

Exercise 12

Handout 3
Diagram for the Hollow Square



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*Be sure this space is cut out.

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Exercise 12

Handout 4
Observation Guide

You will be observing a planning team as it decides how to solve a problem and give instructions to an operating team so that they can carry out the solution. The problem consists of assembling 18 flat pieces into a square containing an empty square in its middle. The planning team is supplied with a diagram of the assembled pieces. This team is not to assemble the pieces itself, but is to tell the operating team how to assemble the parts in minimum time.

You are asked to be silent observers throughout the process.

Observe the planners during the planning period.

1. Is participation balanced during planning?
2. What are the blocking and facilitating behaviors?
3. What decisions do planners make about giving instructions? Do they assign tasks to each other? How do they decide?

Observe planners and operators during the instruction period and the assembly period.

1. What attitude do planners have toward operators?
2. How effective are the instructions?
3. Do operators appear to feel free to ask questions during the instruction period?
4. What evidence do you see that operators understand or misunderstand the instructions?
5. What nonverbal clues do you get from planners as they watch instructions being implemented correctly or incorrectly?

EXERCISE 13: IDENTIFYING INTERPERSONAL SKILLS AND GROUP ISSUES

3½ Hours

Note to Trainers: This exercise is an overview of 5 dimensions of group growth: membership, influence, feelings, individual differences and productivity. It does not deal with these dimensions in great depth, but it does serve to introduce them.

The exercise is very useful as a first exercise to provide an overview of group issues or as a last exercise to summarize and evaluate learning from a number of other exercises.

Purpose: To provide an overview of interpersonal processes and group processes. To increase awareness of one's own behavior and its effect on others. To increase ability to identify forces (behaviors and attitudes) that affect groups. To sharpen observation skills.

Setting: Could be used either as an introduction or as a review of skill practice training.

Primary Activity: Utilizing groups of various sizes ranging from pairs to the total group, participants engage in a series of activities focusing on group work functions and skills. Through guided observation, participants are involved in studying their own and the group's behavior as the activities are carried out.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Awareness of own behavior	Contributing to group's awareness of itself	Feelings	Roles
Group diagnostic ability		Influence	Communication
Experimenting with own behavior		Membership	

Steps:

1. Present purpose of exercise, including length of session and synopsis of activities.

2. Form groups of 12 to 16 persons. Divide each cluster into 2 subgroups of 6 to 8 persons. Group A members seat themselves in a small circle in the center of the room. Group B will serve as observers seated in a circle outside the inner group.

3. Distribute Handout 1, Assignment for Group A. Ask them to work on it while you instruct Group B in a corner of the room.

4. Distribute Handout 2, Assignment for Group B, to be used in observing Meeting #1. Inform them that they will receive other observation forms as the exercise continues.

5. Members of Group B seat themselves in outer circle to observe Group A. Inform Group A of their task: "Your task is to discuss what it is that disturbs or 'bugs' you most about working in your backhome groups."

6. After 10 minutes, call time. Pair members of Group A with members of Group B. Distribute Handout 3, Assignment for Pairs after Meeting #1, to all participants. Pairs work 5 minutes on completing the form. Each keeps his/her copy. Group A returns to center. Group B returns to outer circle.

7. Distribute Handout 4, Assignment for Group B, for observation of Meeting #2. Inform Group A of their task for Meeting #2: "Your task is to identify as many factors as you can that block or hinder participation in groups--elaborate on them and discuss them."

8. After 10 minutes, call time. Group B meets in trios/pairs to prepare feedback for Group A based on data they have collected on Handouts 2, 3 and 4. Group A is to share with each other the predictions they made on Handouts 1 and 3. Allow about 10 minutes.

9. Direct Group B to return to their circle and spend approximately 10 minutes giving feedback to Group A, which remains seated in the center.

10. Begin Meeting #3 by distributing Handout 5, Assignment for Group B, and by instructing Group A to come to consensus on the skills most needed by leaders in groups.

11. After 10 minutes, call time. Group B reports observations made on Handout 5. Allow no discussion between Groups A and B.

12. Reverse assignments and repeat Steps 3 through 11: Group A will serve as observers and Group B will take the center ring as a discussion group. The pairs in Step 6 should be the same in both rounds.

13. Instruct same pair partners to meet. Distribute Handout 6, Assignment for Partners, to all participants. Allow 3 to 5 minutes for form to be completed individually. Then spend about 10 minutes sharing and discussing with pair partners.

Steps 14 through 17 are optional. If you wish, go directly go Step 18.

14. Call time. Group B returns to the center ring to work for 5 minutes on any issue (no specific assignment). Group A members select pair partners in the opposite group to observe closely. No form is provided; this is general observation.

15. Call time. Group A observers report for about 3 minutes.

16. Group A takes the center ring to work on any topic. Group B observes same pair partners for 5 minutes.

17. Group A and B combine to evaluate the Steps 14, 15 and 16.

18. Conduct a general review session in order to discuss the experience and to evaluate and identify backhome situations and skills needed. Encourage participants to identify implications for work in their backhome situations.

Trainer Preparation:

1. Read exercise and handouts carefully.

2. Organize sequence; perhaps "walk through" the exercise. There are many steps and it is easy to become confused.

3. Assemble all handouts in quantities needed.

Materials:

1. Copies of Handouts 1, 2, 3, 4, 5 and 6 (for all participants)

Exercise 13

Handout 1
Assignment for Group A
Self-Description and Prediction

Do this individually before Meeting #1 starts.

Based on your first impressions of the people in your group and on your own experience with yourself in this and in previous groups, make some predictions about the way you think you will behave in this group.

Select the person who, at first glance, you feel will act most differently from you. In the space below, list words or phrases which describe your predictions for this person's behavior.	In the space below, list words or phrases which describe your predictions about the way you will behave.

Exercise 13

Handout 2
Assignment for Group B
Observation of Feelings in Meeting #1

Your task is to look for any signs of feelings in the group, particularly those feelings which are not being talked about in the group. Since people are not likely to talk about their feelings, you may have to make guesses based on:

- Tone of voice
- Facial expression
- Gestures
- Other nonverbal cues

Jot below key words for any signs of feeling you observe (anger, irritation, frustration, warmth boredom,, defensiveness, competitiveness, eagerness, safety, worth, fear, suspicion, etc.)

Name of person	Estimated feeling	Behavior which indicated feeling

Exercise 13

Handout 3
Assignment for Pairs after Meeting #1
Group Interaction Predictions

> Use this prediction form with your partner to make some predictions.

1. Participation. In future meetings of this group, there are likely to be differences among members concerning how much they verbally participate.

Who will be the high participators?	Who will be the low participators?

2. Influence. Influence and participation are not the same. Some people may talk a lot yet not be listened to by others (high participation, low influence); some may speak only a little and yet be listened to or followed by others (low participation, high influence).

Who will be the high influence members (members listened to or followed by others)?	Who will be the low influence members (not listened to or followed by others)?

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3. Atmosphere. People differ in the kind of atmosphere they prefer in a group. Some prefer a friendly, congenial atmosphere; others prefer conflict and disagreements; and still others prefer rational, nonemotional settings.

Who will try to create a friendly congenial atmosphere?	Who will try to create an atmosphere of conflict and disagreement?	Who will try to keep things calm and nonemotional?

4. Any other predictions?

Exercise 13

Handout 4
Assignment for Group B
Observation of Membership in Meeting #2

1. Subgroups. Look for patterns in which certain members tend to consistently agree or disagree with certain other members.

List the members who tend to consistently agree with and support each other	List the members who tend to consistently disagree with and oppose each other

2. Notice whether certain people seem to be "outside" the group.

Who are the people who seem most "in"?	Who are the people who seem most "out"?

3. If some people move in and out of the group, try to determine under what conditions they come in, and under what conditions they go out.

Exercise 13

Handout 5
Assignment for Group B
Observation of Issues in Meeting #3

Your task is to focus on what is going on in the group that seems to cause problems. Explore how the group deals with disagreement, conflict and differing attitudes.

Examples of issues (you may discover others)

1. The group may disagree about the kind of leadership required
2. The group may disagree about the kinds of things which ought and ought not to be talked about

Note: Concentrate on the ways people react to each other and the ways people deal with conflict, anger, etc.

What is the issue? (List it below.)	Which members stand where?	How is the issue being handled? (It is being confronted? Ignored?)

Exercise 13

Handout 6
Assignment for Partners Relationship Study

1. Work alone first.
2. Then discuss your work with your partner.

On the basis of your observations, describe your pair partner, the person most different from your pair partner and yourself below, using adjectives, words and phrases.

Your pair partner	The person most different from your pair partner	The person most different from yourself

EXERCISE 14: INFLUENCING AND BEING INFLUENCED

2 Hours

Purpose: To provide the opportunity for participants to become aware of some of the issues of influencing and being influenced. To sharpen observation skills.

Setting: The trainer must be well prepared since there are several handouts and activities. It requires a room large enough to allow trios to work at role play without too much noise interference from other trios.

Primary Activity: Working in trios, participants engage in 3 rounds of role play activity. Two members of each trio are given role briefings; the third member, using the observation guide, serves as an observer.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Experimenting with own behavior Feedback Awareness of own behavior	Openness	Influence	Roles

Steps:

1. Introduce the exercise by reviewing the purpose and activities.

2. Form trios. Distribute Handout 1, Influencing and Being Influenced. Tell the participants to read the handout and help each other clarify the ideas in it. Annouce they have 10 minutes for this activity.

3. Assign a number, 1 to 3, to trio members. Caution each person not to share his/her briefing with other trio members. Give each #1 a copy of Handout 2, Briefing for President of Local Association; each #2 a copy of Handout 3, Briefing for Chris White; and each #3 a copy of Handout 4, Observer Rating Scale.

4. Tell trio members #1 and #2 to proceed with role play for 15 minutes, as #3 observes. At the end of 15 minutes, call time and distribute Handout 5, Role Players Rating Scale, to #1 and #2. Allow 2 to 3 minutes for individuals to complete ratings.

5. Tell the trios to take 10 minutes for the role players to receive feedback from the observer and to share and discuss their self-ratings.

6. For the second round, give each #1 a copy of Handout 6, Briefing for Don or Donna Adams; each #3 a copy of Handout 7, Briefing for Cecil or Cecelia Hammond; and each #2 a copy of Handout 4, Observer Rating Scale.

7. Tell trio members #1 and #3 to proceed with role play for 15 minutes, as #2 observes. At the end of 15 minutes, call time and distribute Handout 5, Role Player Rating Scale, to #1 and #3. Direct the role players to complete rating scales.

8. Tell the trios to take 10 minutes for the observer to give feedback and for role players to discuss their self-ratings.

9. For the third round, give each #2 a copy of Handout 2, Briefing for President of Local Association; each #3 a copy of Handout 3, Briefing for Chris White; and each #1 a copy of Handout 4, Observer Rating Scale.

10. Tell members #2 and #3 to proceed with role play for 15 minutes, as #1 observes. At the end of 15 minutes, call time. Allow 2 or 3 minutes for the role players to complete rating scales for Round 3, and an additional 10 minutes for role players to receive feedback from the observer and to share and discuss their ratings.

11. Tell the trios to meet and briefly review Handout 1, Influencing and Being Influenced. Their discussion

should include their experiences in the role play in light of what Handout 1 says. Ask them to list on newsprint 3 implications they derive from the exercise for their work in school committees and classrooms, to be shared with the total group.

12. Ask the trios to post their reports and briefly share them in the total group.

Trainer Preparation:

1. Read exercise and all handouts.
2. Read Theory Paper 3, Is Help Helpful?
3. Prepare newsprint sheets for Step 11.
4. Assemble handouts newsprint, masking tape and felt tip pens for each trio.

Materials:

1. Copies of Handouts 1 through 7
    - Handout 1 (3 for each trio)
    - Handout 2 (2 for each trio)
    - Handout 3 (2 for each trio)
    - Handout 4 (3 for each trio)
    - Handout 5 (3 for each trio)
    - Handout 6 (1 for each trio)
    - Handout 7 (1 for each trio)
2. Theory Paper 3, Is Help Helpful?
3. Newsprint, felt tip pens and masking tape for Step 11

Exercise 14

Handout 1
Influencing and Being Influenced

Interpersonal influence happens all the time. It happens anywhere and everywhere. Parents influence an infant to stay away from danger by placing him/her in a playpen. The child may in turn influence 1 or both parents to attend to him/her by crying. Learners in the classroom influence activities by approving some activities even though the teacher disapproves of them. Individuals continually try to influence each other. In groups, frequently there is an effort to influence what is happening and how it is happening.

The process of influencing is 2-way, reciprocal, and mutual. It is an interaction of forces which have influence effects. These effects then become a new combination of forces with their own effects.

Key ideas to remember are listed below.

> *Influence*. Things (forces) that happen or are present that cause us to think, feel and do things. For example, rain is a force which influences what you think, do and feel. Political speeches are a force which influence what you think, do and feel. School rules influence what you think, do and feel.
>
> *Interpersonal influence*. Forces exerted by a person or group that have the power to get another person or group to think, feel and do things. For example, rain may cause you to decide to stay home, but the offer of a ride to your destination and back may cause you to be influenced to go. The effects of talking with a politician after he/she has given a speech can be different from the effects of the speech itself. When you are given the chance to interact with the people who make school rules, how you think, feel and act may differ from the ways you think, feel and act when just given orders to follow.
>
> *Accepting and rejecting influence*. Influence forces produce *behaviors*; they cause people to think, feel and do things. When the influence forces are sufficiently powerful, the result is acceptance of the influence. However, when the forces are not powerful enough, the result may be a rejection of the influence. The thing to remember is that *both* kinds of behavior may take place and should be seen as influence.

Sources of Power for Influencing

It was stated above that interpersonal influence consists of forces exerted by a person or a group that have the power to make you think, feel and do things. Furthermore, when interpersonal influence is rejected, it may lack the power needed for acceptance.

Historically, power has been considered a sociological term, specifically describing actions of nations and armies. It has been used politically, to plan for negotiating and legislating.

In recent years students of human interaction have increasingly demonstrated that power depends upon emotions, attitudes and motives. Social-psychological studies have shown that power means the ability to affect, to influence and to cause people to think, feel or do something.[1]

One study of social influence[2] describes 5 sources of power. For the authors of this study the source of power is the relationship between the person being influenced and the influencer, that is, the accepter of the influence perceives the influencer as having 1 or more of the kinds of power listed below.

> Reward power--the power to give or withhold something perceived by the other as having value
>
> Coercive power--the power to inflict some kind of punishment the other wants to avoid
>
> Legitimate power--the power to use a position, superior knowledge or greater influence so that the other perceives the influencer has the right to prescribe behavior
>
> Expert power--the power to utilize superior skill or competence to cause others to think, feel and do things
>
> Referent power--the power to cause people to do, think and feel things because of personal attraction, a desire to be like the other or a desire to be identified with the other or what the other stands for

In this exercise you will have the opportunity, in a series of role plays, to practice influencing and being influenced. At the end of the exercise there will be time to discuss what you have learned about yourself as an influencer.

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[1] May, R., *Power and Innocence*, W. W. Norton and Co., Inc., New York, 1972.

[2] French, J. R. P., Jr., and Raven, B. "The Bases of Social Power," in Cartwright, D., and Zander, A., *Group Dynamics*, Third Edition, Harper and Row, Publishers, New York, 1968, pp. 259-269.

Exercise 14

Handout 2
Briefing for President of Local Association
(Meredith or Mary Reed)

This is your first year as president of the local association. Last year you were membership chairperson, and for the first time, the local association achieved 100 percent in local, unified membership. You are most anxious to have the association under your presidency maintain its membership record. The date is December 1. You have received a letter from the state membership chairperson advising you that out of 150 teachers, the records show that 145 joined the state association and 140 joined the national. Upon checking, you discover that the 5 members who did not join the state association also did not join the local. Chris White was recommended to you by another officer as a hard worker, and you named Chris membership chairperson. Your goals for Chris White are to:

1. Get Chris to conduct an intensive followup membership campaign to enroll the nonmembers in local, state and national associations
2. Get Chris to arrange for a succession of personal contacts by teachers with influence on the nonmembers to secure their enrollment

Your sources of power are:

1. Your legitimate power as president
2. Your ability to reward by giving or withholding praise
3. Your referent power, based on mutual aspirations for the record of the association

You are influenced by:

1. Your desire to make a good showing in the state and national associations
2. Your pride in the accomplishments of the local when you were membership chairperson

Exercise 14

Handout 3
Briefing for Chris White

You are membership chairperson of the local association. Last year (for the first time) the local achieved 100 percent in local, state and national membership. One of your close friends last year was quite critical of the intensive membership campaign conducted by Meredith (Mary) Reed, this year's president, who was membership chairperson last year. Your friend protested a lack of freedom of choice because of the pressure to join all 3 associations and convinced you that people should be given information about the organizations and then be allowed to decide for themselves whether to join or not. This year, of 150 teachers, 145 joined the local and state associations and 140 joined the national. The date is December 1.

Goals of Chris White

1. You feel it would be undesirable to make any further membership contacts this late in the year
2. You believe teachers are adults who can make their own choices (there is no need to sell membership; the organization programs sell themselves)
3. You want to move on up to higher offices in the association

Your sources of power are:

1. Your legitimate power as membership chairperson
2. Your expert power as a very knowledgeable worker
3. Your coercive power, based on your ability to punish the president by not working toward his/her goals

You are influenced by:

1. The referent power of your friend

Exercise 14

Handout 4
Observer Rating Scale

Check the box for each role that most nearly indicates your perception. Check roles you are observing: Reed ____; White ____; Adams ____; Hammond ____. Write names of roles in spaces provided.

Names		Who led?
☐	☐	1. Completely led
☐	☐	2. Almost completely led
☐	☐	3. Led quite a bit
☐	☐	4. Led a little

		How satisfying did this experience appear to be for each role player?
☐	☐	1.
☐	☐	2.
☐	☐	3.
☐	☐	4.
☐	☐	5.
☐	☐	6.
☐	☐	7.
☐	☐	8.

		How much agreement do you guess each role player thought was achieved?
☐	☐	1.
☐	☐	2.
☐	☐	3.
☐	☐	4.
☐	☐	5.
☐	☐	6.
☐	☐	7.
☐	☐	8.

Names		How responsible did each role player appear to be for what took place?
☐	☐	1.
☐	☐	2.
☐	☐	3.
☐	☐	4.
☐	☐	5.
☐	☐	6.
☐	☐	7.
☐	☐	8.

		How willing did each role player seem to be to change in the direction indicated?
☐	☐	1.
☐	☐	2.
☐	☐	3.
☐	☐	4.
☐	☐	5.
☐	☐	6.
☐	☐	7.
☐	☐	8.

Exercise 14

Handout 5
Role Player Rating Scale

Check your role: Reed ____; White ____; Adams ____; Hammond ____.
Check the box which most nearly indicates your experience.

Who led?

☐ 1. Other completely led
☐ 2. Other almost completely led
☐ 3. Other led quite a bit
☐ 4. Other led a little more
☐ 5. I led a little more
☐ 6. I led quite a bit
☐ 7. I led almost completely
☐ 8. I led completely

How satisfied are you with this experience?

☐ 1. Completely dissatisfied
☐ 2. Almost completely dissatisfied
☐ 3. Quite dissatisfied
☐ 4. A little more dissatisfied than satisfied
☐ 5. Halfway between satisfied and dissatisfied
☐ 6. A little more satisfied than dissatisfied
☐ 7. Quite satisfied
☐ 8. Almost completely satisfied

The amount of agreement between us was:

☐ 1. Complete disagreement
☐ 2. Almost complete disagreement
☐ 3. Quite a bit of disagreement
☐ 4. A little more disagreement than agreement
☐ 5. About equal amounts of disagreement and agreement
☐ 6. A little more agreement than disagreement
☐ 7. Quite a bit of agreement
☐ 8. Complete agreement

How much responsibility did I feel for what took place?

☐ 1. No responsibility
☐ 2. Almost no responsibility
☐ 3. Quite a lack of responsibility
☐ 4. Only a small lack of responsibility
☐ 5. Halfway between no responsibility and complete responsibility
☐ 6. A little responsibility
☐ 7. A lot of responsibility
☐ 8. Almost complete responsibility

How willing was I to change in the direction indicated?

☐ 1. There was nothing indicating that I should change
☐ 2. I almost completely rejected the direction of change indicated for me
☐ 3. I quite rejected the direction of change indicated for me
☐ 4. I rejected a little more than I accepted
☐ 5. I was a little more willing to change than not
☐ 6. I was quite willing to change
☐ 7. I was almost completely willing to change
☐ 8. I was completely willing to change in the direction indicated

Exercise 14

Handout 6
Briefing for Don or Donna Adams

You are editor of the local association newsletter. You have held this position for 10 years. You are very confident of your editorial ability. Next year the national meeting of the National School Public Relations Association will be held in this area. The local association has agreed to send you, expenses paid, to the NSPRA workshop. After all the time you have put in on the newsletter for 10 years, you feel this is a just reward for your efforts. You are very busy in community activities. You are chairperson of the English Curriculum Study Committee. You find it exceedingly difficult to get adequate time to edit the newsletter. You are tired of repeated calls to building representatives asking for news and not getting any. Your goals for Cecil (Cecelia) Hammond, president of the association, are to:

1. Get help in editing the newsletter but to remain chief editor yourself.

2. Get him/her to agree that the newsletter need not contain information about delegate meetings (the secretary should send out brief reports of meetings and an advance agenda; that's the secretary's responsibility, not yours)

3. Convince the president that human relations stories about activities of individual members are of greatest interest to readers of the newsletter (news of association activities is not what members want)

4. Get funds to hire a secretary who can type the copy, duplicate it and mail out the newsletter (you have been doing this by yourself)

Your sources of power are:

1. Your expert power, based on years of experience

2. Your coercive power, based on your ability to punish by blaming your problems on lack of help

You are influenced by:

1. Your desire to gain favorable attention from NSPRA

2. Your frustrated efforts to get news

Exercise 14

Handout 7
Briefing for Cecil or Cecelia Hammond

You are president of the local association. You are dissatisfied with the work of Don (Donna) Adams, editor of the local association newsletter. The newsletter comes out at indefinite times, is not related to the regular meetings of the association, is too long and is very loosely written. Your specific goals for Don (Donna) Adams are to:

1. Have regular publication dates which are adhered to
2. Include a resumé of major items that appear on the agenda of the delegate assemblies
3. Improve the style and readability of the newsletter
4. Get a wider coverage of association activities, with more reports on building activities
5. Get the editor to resign unless he/she agrees to the above goals
6. Keep the good will and support of the editor for the organization
7. Keep costs for the newsletter down (limited funds are available and the association does not have any paid secretarial help)

Your sources of power are:

1. Your legitimate power as president
2. Your coercive power to remove the editor
3. Your power to withhold rewards the editor seeks

You are influenced by:

1. Conflict between yourself and the editor about the function of the newsletter
2. Your desires to not alienate the editor

EXERCISE 15: ISSUES IN DEALING WITH CONFLICT SITUATIONS

90 Minutes

Purpose: To utilize participants' past experiences with conflict situations in order to clarify their understanding of the nature of conflict situations. To enable participants to reflect on their own styles of dealing with conflict situations.

Setting: This is primarily a cognitive exercise, in which participants individually and in trios engage in a number of activities that should increase their understanding of conflict situations. It would be a good introduction to Exercise 2.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Awareness of own behavior Problem-solving effectiveness	Group diagnostic ability	Influence Communication	

Minutes	Steps	Materials	Directions
5	1. Introduce the exercise	Chart	1. Display chart showing the activities and review the purpose of the exercise.
15	2. Discuss conflict situations	Handout 1	2. Form trios. Distribute Handout 1, What Do I Do in a Conflict Situation? Review the instructions with the participants, giving opportunity for clarification. Tell them they have 15 minutes to complete this task.
10	3. Fill out opinionnaire about conflict situations	Handout 2	3. Distribute Handout 2, An Opinionnaire about Conflict Situations. Tell individuals to fill it in and keep it for discussion later.
5	4. Read Handout 3	Handout 3	4. Distribute Handout 3, Dealing with Conflict Situations, and tell participants to read the paper.
20	5. List ways to deal productively with conflict situations	Newsprint Felt tip pens Masking tape	5. Tell each trio to produce a list of ways to deal productively with conflict situations. Tell them to base their lists on their reading and opinionnaire ratings. Direct them to write their lists on newsprint to share in the total group.
15	6. Share lists		6. Tell each trio to post its list and share the list with everyone.
15	7. Write a personal list of ways to deal with conflict situations		7. Ask the participants to reflect about their own style of dealing with conflict situations and to write their own personal list of ways in which they hope to become more adept at dealing with conflict situations.

Exercise 15

Handout 1
What Do I Do in a Conflict Situation?

Instructions

1. Read the following description of a conflict situation and recall 1 or more conflict situations in which you were 1 of the parties in conflict.

> A conflict situation exists when there is no chance of a solution which will satisfy all parties equally well. Radical, basic differences between parties who are concerned with the same issue indicate that the situation is one of conflict and not open to collaboration.[1]

2. In your trio share and discuss the instances of conflict situations each of you has experienced. In your discussion, include topics such as the following:

   - How did I become aware of the presence of a conflict situation?
   - How did I deal with the situation?
   - How did the situation turn out?

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[1] Jung, C., Pino, R., and Emory, R., *Understanding Conflict and Negotiation*, Xicom, Inc., Tuxedo, New York, 1971.

Exercise 15

Handout 2
An Opinionnaire about Conflict Situations

Instructions

Place a check after each item indicating the extent to which you agree or disagree with the statement. Please respond to each item. Remember there are no right or wrong answers. The checklist is intended to elucidate differences in the assumptions and points of view brought by different individuals to conflict situations.

1. The only genuine basis for dealing with conflict situations is the restoration of trust among those involved.

Strongly agree +5	Completely undecided 0	Strongly disagree -5

2. A major tool in dealing with conflict situations is the ability to bring rational arguments to bear when feelings run high.

Strongly agree +5	Completely undecided 0	Strongly disagree -5

3. Any conflict situation can be dealt with if there is adequate time and interest.

Strongly agree +5	Completely undecided 0	Strongly disagree -5

4. The loyalty one feels to one's own group usually predisposes a person to conflicts with certain other groups.

Strongly agree +5	Completely undecided 0	Strongly disagree -5

5. The success of an individual in a group to a significant degree depends on his/her ability to ignore conflicts and to concentrate on getting the job done.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

6. It is impossible to deal with a conflict situation when one is personally involved as a party in the conflict.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

7. Most conflict situations cannot be successfully reduced unless one side or the other is prepared to accept defeat.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

8. It is important in dealing with conflict situations for someone not involved to help those in conflict face up to the issues and feelings.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

9. The success of an individual in almost any undertaking will depend to a significant degree on his/her ability to avoid conflict situations.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

10. The best way to deal with most interpersonal conflict situations is to smooth them over whenever possible.

Strongly agree	Completely undecided	Strongly disagree
+5	0	-5

Exercise 15

Handout 3
Dealing with Conflict Situations[1]

Conflict Situations Are Different from Collaborative Situations

Most problems in education can be resolved with collaborative problem-solving methods. When it appears that a mutually satisfying solution can be found to a problem, teamwork and collaboration are appropriate. Conflict situations are different.

A conflict situation exists when there is no chance of a solution that will satisfy all parties equally. Radical, basic differences between parties who are concerned with the same issue indicate that the situation is one of conflict, and not open to collaboration.

American society places great value on teamwork and collaboration. Indeed, teamwork has been the basis of much progress, and the key to increased understanding between groups of people. Conflict, on the other hand, can lead to destructive fighting.

The failure to recognize conflict situations for what they are and to understand the special procedures they call for can lead to destructive results. People tend naturally to avoid conflict or to deal with it as if it could be smoothed over. Attempting to apply collaborative problem solving to a conflict situation is inappropriate and self-defeating. A conflict situation calls for a special process of negotiation. To understand why this is so and how negotiation works demands a fuller explanation of conflict situations.

Conflict Situations

First, the parties involved must have basic differences of interest and need concerning the issues in question. It should be immediately clear to all concerned that, no matter what action is taken, the best that will happen is that the needs of some parties will be met at the expense of the needs of others. If the situation is not handled properly, it may happen that no one is satisfied, no needs are met and the conflict is in no way resolved. All must accept these premises.

Second, the parties in conflict must understand that battling over the issue is an appropriate, potentially constructive thing to do because there is no way of cooperating on a mutually satisfactory solution. By definition, the conflict situation is one of radical differences. It has to be acceptable to all to admit that such differences exist. Otherwise, some parties will not have the opportunity to strive for their needs and angry, destructive actions will inevitably follow.

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[1] Jung, C., Pino, R., and Emory, R., *Understanding Conflict and Negotiation*, Xicom, Inc., Tuxedo, New York, 1971.

Third, the ground rules for the struggle must be clear. If they are not clear, people may do unfair things, misunderstand each other or, at best, feel that they are being treated unfairly.

Fourth, the parties should begin negotiation. They must each present their desires or demands and in doing so use whatever power they have to influence the actions that are taken on the issues. Negotiation is based on power. In a collaboration situation, the solution is generally found when power is shared and positions are compromised. In negotiation, power is never given up or shared. It is inappropriate to give it up. The other party will use it for its own interests and thus leave the party that gave up power feeling more angry and betrayed than ever. Trying to be cooperative in a conflict situation can lead to heightened destructive consequences; great harm is sometimes done in the name of helpfulness!

Fifth, parties that are in conflict about some issues can, and usually do, face at the same time many other issues on which they need to compromise, cooperate or collaborate. For instance, in the relationship between any husband and wife, most issues that concern them as a couple call for compromise, and mutually satisfying solutions can be worked out. On other issues they will always be in conflict, and solutions to these other problems must be worked out in different ways. These conflict areas are repeatedly negotiated without, it is to be hoped, ending the relationship. Husbands and wives remain friends and allies on most issues while honestly facing and negotiating others. Divorce may occur most frequently between couples who demand that each individual have the same needs and interests all the time. Clean fighting is an essential ingredient of happy, loving relationships; if this is not understood, there is dirty fighting, which can be disastrous.

EXERCISE 16: ONE-WAY AND TWO-WAY COMMUNICATION

90 Minutes

Note to Trainers: You may wish to prepare a newsprint chart of the Communication Exercise Record Sheets, to be posted for use in Steps 9 and 10 of the exercise, to facilitate sharing of group data.

Purpose: To highlight the process of communication. To demonstrate the uses and effects of 2 types of communication. To study communication in terms of accuracy, time required and attitudes.

Setting: Demonstrates uses and effects of 1-way and 2-way communication. It requires the assistance of 3 persons from the group--a communicator and 2 observers.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Contributing to group's awareness of itself		Communication	

Steps:

1. Provide input on communication by involving participants in a discussion of the meaning and need for effective communication in cooperative effort and group enterprise. The trainer should bring out the following points:

   a. Communication may be considered in terms of the content--the message sent.

   b. Communication may be considered in terms of direction. It may be 1-way (A→B). It may be 2-way (A↔B) or it may be a network (A→B→C→A).

   c. Communication may be considered in terms of intensity of sound or sound interference.

   Distribute Handout 1, Communication. Allow a few minutes for scanning and comment.

2. Select a communicator and 2 observers. (The person selected as communicator should be articulate and should speak clearly and distinctly.)

   Distribute Handout 2, Instructions for Observers, to the 2 persons you have chosen. Ask one observer to watch the communicator. Ask the other observer to watch the participants.

   Part 1: One-way communication. Give the communicator Handout 3, Communicator's Direction (Part 1). Allow him/her to study the drawing while you distribute Handout 4, Participants' Directions (Part 1).

3. Place the communicator behind a screen or portable blackboard or have the communicator sit with his/her back to the group. The communicator should be easily heard but not seen, except by his/her observer. If no screen is available, you may wish to have participants seat themselves and have the communicator stand behind them as he/she instructs. Situate observer #1 where he/she can see the facial expressions and physical reactions of the communicator; situate observer #2 where he/she can see, but not distract, the participants.

4. Give the signal to begin. Record starting time. Keep time. It may be necessary to caution the group again to ask no questions and to monitor the situation as well as the time. Record the time the communicator completes the directions.

5. Record the information necessary to complete the top portion of the Communications Exercise Record Sheet #1. Ask each participant to record the number of rectangles he/she thinks he/she has drawn correctly. Ask participants to keep their papers until Part 2 of the exercise is completed.

6. Part 2: Two-way communication. Give the communicator his/her copy of Handout 5, Communicator's Directions (Part 2). Give each observer a fresh copy of Handout 2. Distribute Handout 6, Participants' Directions (Part 2).

7. Position communicator in front of the group. Caution him/her to avoid facial cues and hand movements. Instruct observers to assume their positions. Begin exercise. Record beginning time. Record time the communicator completes the directions to the group.

8. Record the information necessary to complete the top portion of Communications Exercise Record Sheet #2. Ask group members to estimate the number of rectangles drawn correctly.

9. Distribute copies of Handout 3, Communicator's Directions (Part 1), to all participants to check accuracy of their first drawings. A correct rectangle touches 1 or 2 other rectangles at the matching location on the sides of the other rectangles. It should also be oriented vertically, horizontally or diagonally as on the communicator's page. Solicit from the group information to complete Record Sheet #1.

10. Distribute copies of Handout 5, Communicator's Directions (Part 2), to all participants to check accuracy of their second drawings. Complete Record Sheet #2. (Trainer may wish to have participants tally their estimated and actual scores on newsprint charts of the record sheets, prepared prior to the session.)

11. Share and compare the results in terms of time, accuracy and level of confidence.

    Direct the observers to report. Encourage the communicator and group members to express their views, feelings, etc. regarding the 2 parts of the exercise. Allow time to discuss and generalize. The following points are usually brought out:

    a. In the 1-way communication exercise the task probably was accomplished more rapidly, to the satisfaction of the communicator and at the expense of those receiving the message. The results are less accurate. It is a relatively pleasant experience for the communicator and a somewhat frustrating experience for the other group members. The level of confidence of the hearer is lower.

b. In the 2-way communication exercise the task probably took considerably more time to accomplish. Its results are more accurate. It is a rather unpleasant and exasperating experience for the communicator and a much more pleasant experience for the other group members. The level of confidence is higher.

12. Discuss the implications of this exercise for group members who must communicate with a great many individuals and groups in connection with work assignments and project responsibilities.

13. Distribute Handout 7, One-Way and Two-Way Communication. Allow a few minutes for scanning and comments or questions.

Trainer Preparation:

1. Read the exercise and all handout materials.
2. Prepare newsprint charts of Communications Exercise Record Sheets #1 and #2 for Step 10 (optional).
3. Assemble all handout materials and pencils for participants.

Materials:

1. Handout 1, Communication (for all participants)
2. Handout 2, Instructions for Observers (for observers only, 2 per observer)
3. Handouts 3 and 5, Communicator's Directions (for all participants)
4. Handouts 4 and 6, Participants' Directions (for all participants)
5. Handout 7, One-Way and Two-Way Communication (for all participants)
6. Newsprint chart for Step 10 (optional)

Communications Exercise Record Sheet #1:
One-Way Communication

ENDING TIME __________ Minutes __________ Seconds

BEGINNING TIME __________ Minutes __________ Seconds

LAPSED TIME __________ Minutes __________ Seconds

NUMBER OF PERSONS WHO ESTIMATED THEY DREW:		NUMBER OF PERSONS WHO ACTUALLY DID DRAW:	
4 FIGURES CORRECTLY	__________	4 FIGURES CORRECTLY	__________
3 " "	__________	3 " "	__________
2 " "	__________	2 " "	__________
1 " "	__________	1 " "	__________
0 " "	__________	0 " "	__________

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE AND SHAPE AS THE EXAMPLE DESCRIBED __________.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXIMATELY THE SAME PLACE AS THE EXAMPLE DESCRIBED __________.

Communications Exercise Record Sheet #2:
Two-Way Communication

ENDING TIME __________ Minutes __________ Seconds

BEGINNING TIME __________ Minutes __________ Seconds

LAPSED TIME __________ Minutes __________ Seconds

NUMBER OF PERSONS WHO ESTIMATED THEY DREW:		NUMBER OF PERSONS WHO ACTUALLY DID DRAW:	
4 FIGURES CORRECTLY	__________	4 FIGURES CORRECTLY	__________
3 " "	__________	3 " "	__________
2 " "	__________	2 " "	__________
1 " "	__________	1 " "	__________
0 " "	__________	0 " "	__________

NUMBER OF GROUP MEMBERS WHO DREW FIGURES APPROXIMATELY THE SAME SIZE AND SHAPE AS THE EXAMPLE DESCRIBED __________.

NUMBER OF PERSONS WHO POSITIONED THEIR DRAWING ON THE PAPER IN APPROXIMATELY THE SAME PLACE AS THE EXAMPLE DESCRIBED __________.

Exercise 16

Handout 1
Communication

Communication is the process by which the condition (ideas, feelings, attitudes, etc.) of someone is understood by another person. It is a process of transmission: someone creates a message that is received and interpreted by another person.

The communicator begins by having an idea or condition of his/her own that he/she wishes to transmit. In verbal communication, the communicator attempts to formulate this condition into words--our medium of verbal expression. The communicator chooses the words that seem to best represent his/her idea or condition. These words are then expressed by making the noises that represent these words (the communicator says them).

The receiver hears the noises, translates them into words, attributes to them the meanings they have for him/her and then gets the idea that these words represent to him/her.

Communication is accurate to the extent that the idea that has been created in the receiver is like the idea that was in the communicator.

There are many ways in which communication can break down. If the communicator does not know, with accuracy, what his/her own idea is, he/she will not be able to formulate it into appropriate words. If the communicator is not aware of his/her own conditions, he/she will have difficulty communicating the condition consciously. So the first breakdown consists of confusion about what the communicator wishes to say.

The second breakdown occurs when the communicator has difficulty choosing the words to represent accurately what he/she wants to say. The communicator may lack accurate words for the condition or may forget to be precise in his/her choice of words.

The third breakdown occurs when the communicator does not make accurate noises to represent the words (he/she doesn't enunciate clearly). Or the receiver may not hear the communicator well because of his/her own inattention or noise interference in the environment.

The fourth breakdown occurs when the words used by the communicator have different meanings for the receiver. In choosing words, therefore, it is very important for the communicator to select words that will not only accurately represent his/her meaning, but also be understood by the receiver.

The communication process at best runs into the difficulties listed above. In everyday communication, other problems may occur. The emotional condition of the receiver or the communicator affect how the message is received or sent. Feelings tend to distort the accuracy of communication, either by mutilating the accuracy of the transmission or by distorting the hearing of the receiver.

Clarification of communication is essential because it is through communication processes that the work of a group gets accomplished. Without communication, people cannot work together.

Exercise 16

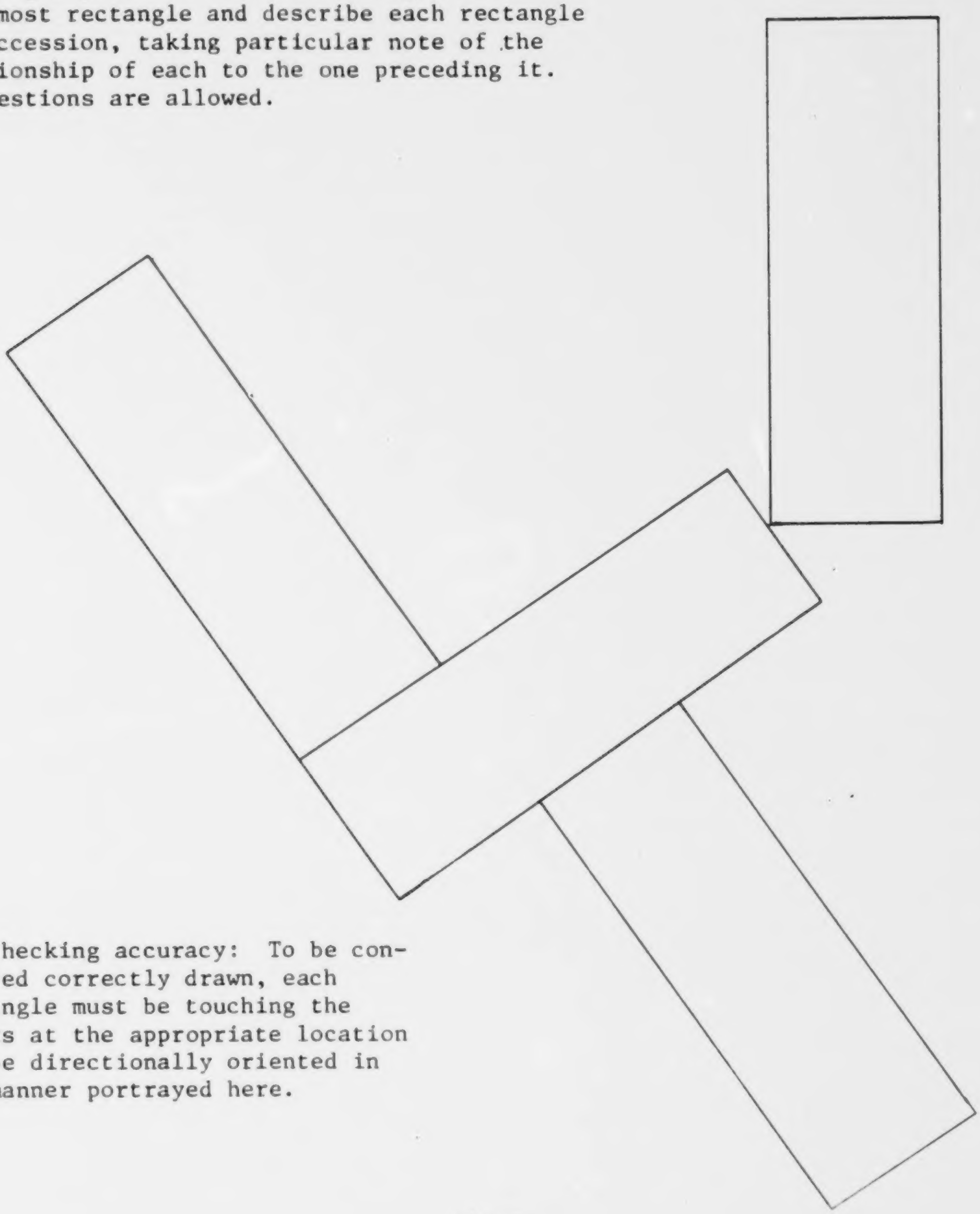
Handout 2
Instructions for Observers (Used by Observers Only)

As you observe your assigned person(s), be alert to facial expressions, body movements and signs of confusion, frustration, etc. Jot down notes to help you recall specific examples to report to the total group at the end of the second portion of this exercise.

Exercise 16

Handout 3
Communicator's Directions
Part 1: One-Way Communication

INSTRUCTIONS: For 2 minutes study the figures drawn on this sheet. You will tell the members of the group how to draw them. Begin with the uppermost rectangle and describe each rectangle in succession, taking particular note of the relationship of each to the one preceding it. No questions are allowed.



For checking accuracy: To be considered correctly drawn, each rectangle must be touching the others at the appropriate location and be directionally oriented in the manner portrayed here.

Exercise 16

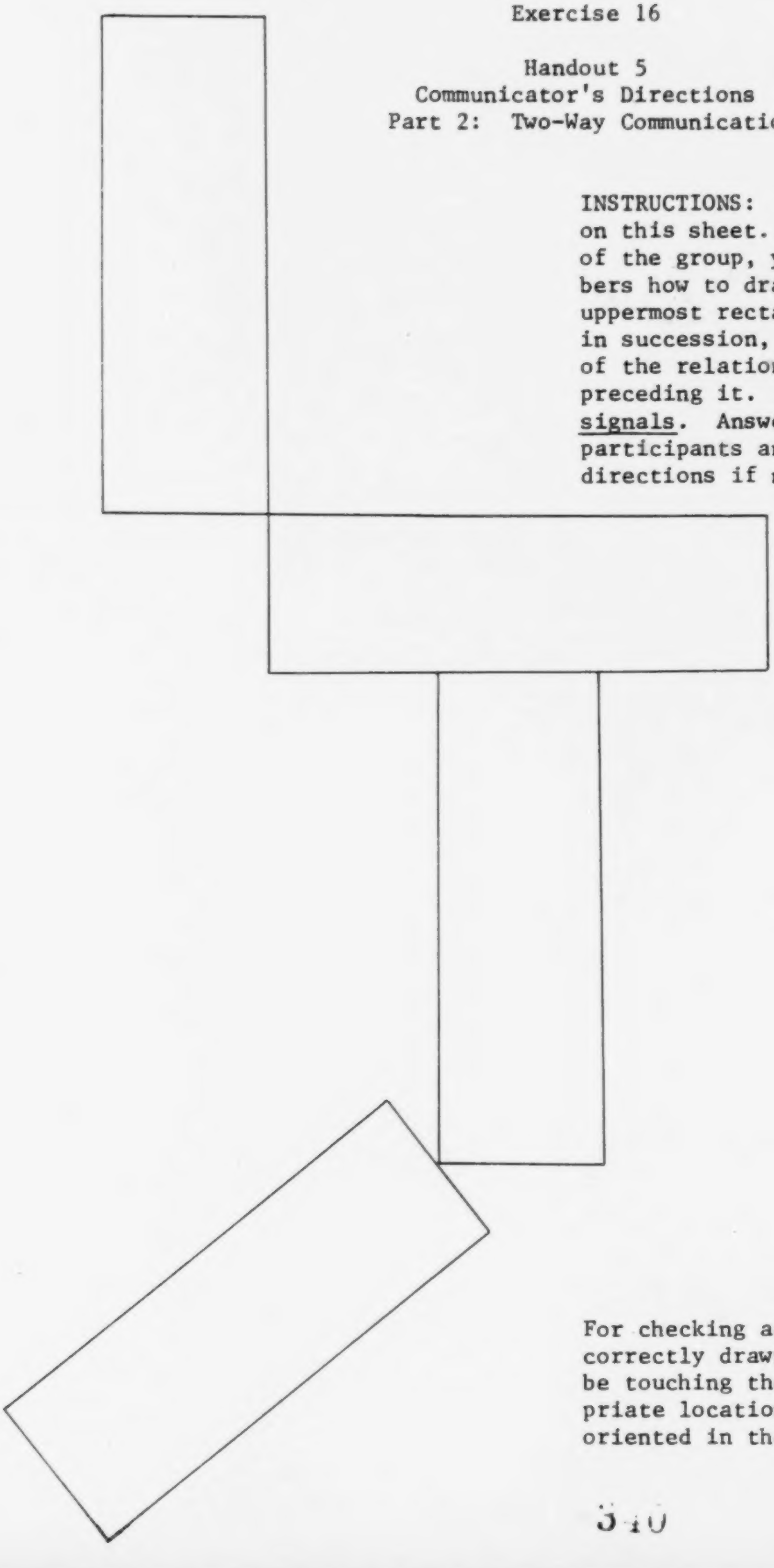
Handout 4
Participants' Directions
Part 1: One-Way Communication

The communicator will describe a drawing to you. You are to listen carefully to his/her instructions and draw what he/she describes as accurately as you can. You will be timed, but there is no time limit. You may ask no questions of the communicator and you are not to ask questions or offer suggestions to each other. Each person is to work independently on this exercise.

Exercise 16

Handout 5
Communicator's Directions
Part 2: Two-Way Communication

INSTRUCTIONS: Study the figures drawn on this sheet. Facing and in full view of the group, you are to tell the members how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relationship of each to the one preceding it. You are to make no hand signals. Answer all questions from participants and repeat and amplify directions if necessary.



For checking accuracy: To be considered correctly drawn, each rectangle must be touching the others at the appropriate location and be directionally oriented in the manner portrayed here.

Exercise 16

Handout 6
Participants' Directions
Part 2: Two-Way Communication

The communicator will again describe a drawing to you. This time he/she will be in full view and you may ask questions, break in at any time for clarification and ask that portions of the directions be repeated. The communicator may not make any hand signals. You will be timed, but there is no time limit. Work as rapidly and accurately as you can.

Exercise 16

Handout 7
One-Way and Two-Way Communication

We are all accustomed to 1-way and 2-way communication, both of which we use every day. However, you may not have given much thought to the processes involved in 1-way and in 2-way communication or to the consequences of using these ways of communicating.

One-way communication is the process you use when you are giving orders, instructions, a lecture, etc. It is a process in which one person is the communicator and the other person is the listener. The communicator carefully organizes his/her thoughts, decides how to communicate his/her ideas and then communicates them. The listener attempts to concentrate on the job of listening, seeking to understand clearly what the communicator is saying and what the implications of his/her comments are. As you grew up, you had many experiences with 1-way communication: at home, where your parents may have communicated primarily in a 1-way fashion; at church, where the Sunday School teacher may have instructed in a 1-way mode and the minister or priest may have preached in a 1-way communication mode; at school, where most teachers instruct in a 1-way style; and in numerous other instances common to our society.

Two-way communication is the process used when two persons are seeking to understand each other, when they both want to communicate and to listen carefully. It is a process in which each person involved is both a communicator and a listener. As you grew up, you had many experiences with 2-way communication, though perhaps fewer than with 1-way communication. You may have engaged in meaningful 2-way communication with your parents, with a brother or sister and with a close friend. You may currently have 2-way communication patterns with teachers, students, supervisors, subordinates and colleagues. What distinguishes these patterns is the back-and-forth flow of attitudes and feelings within a climate of mutual understanding.

The 1-way, 2-way communication exercise is intended to highlight the process of communication and some of the consequences of utilizing these distinct patterns. One-way is usually faster than two-way--more ideas can be covered in the same or shorter time. Two-way is usually more accurate than one-way--listeners have an opportunity to check their understanding of the communicator's message and clear up questions and confusion. One-way is usually more satisfying to the communicator than two-way, but two-way is usually more satisfying to the listeners than one-way.

Whether the emphasis in a specific communicative act should be 1-way or 2-way depends on the purposes of the communication, on the relationship of the parties involved to each other and on the consequences or effects desired. There are times when 1-way is preferred and times when 2-way is preferred. Regardless of the emphasis utilized, it is useful to provide for feedback and other data to test the success of these communication patterns.

EXERCISE 17: PATTERNS OF LEADERSHIP BEHAVIOR

2½ Hours

Purpose: To observe patterns of leadership behavior and their effects on group interaction. To identify helping and hindering leadership behaviors.

Setting: This exercise provides interesting and useful group data. It requires a workshop group large enough to be divided into 4 subgroups of 5 or more persons each. The seating arrangement must allow for 1 group to be seated in a circle in the center, with all other participants seated as observers in an outer circle.

Primary Activity: Four rounds of role play, with behavior demonstrating leadership patterns, will be structured to allow participants to experience the effects of different leadership styles. The observation guides focus observer attention on leadership functions as they occur during each round of role play.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Group diagnostic ability	Overall effectiveness as a group member	Roles Perception	Influence

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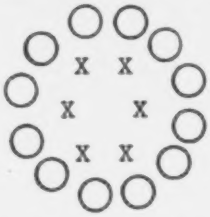
Steps:

1. Introduce exercise by giving a brief overview of the activities. Distribute Handout 1, Five Typical Patterns of Leadership Behavior. Allow 5 to 8 minutes for individuals to scan it and identify key ideas and concepts. Post previously prepared newsprint of key concepts in Handout 1 for emphasis and reinforcement.

2. Divide total group into 4 subgroups. Provide an overview of the exercise as follows: Each group has 30 minutes to prepare a role play situation to demonstrate several leadership patterns. Each group will be given a briefing paper that will assign leadership behaviors. The role play situation and selection of leaders and group members will be each group's responsibility. In their subgroups the participants will choose a situation (committee or executive group meeting, etc.), decide the kinds of behaviors characteristic of the leadership role their group is assigned to play, select a leader and take time to help the selected leader get into his/her role.

3. Distribute Handouts 2, 3, 4 and 5, Role Play Assignments, to groups--Handout 2 to Group 1, Handout 3 to Group 2, Handout 4 to Group 3 and Handout 5 to Group 4. Allow 30 minutes for groups to plan. Distribute Handout 6, Individual Work Sheet. Allow 2 to 3 minutes to complete.

4. Give instructions for role play activity. Each group will take its turn role playing, seated in the center. The other participants will sit in the outer ring and observe, using Handout 7, Observation Guide.



   Each group will have 10 minutes. Begin with Group 2 in the center, followed by Group 4, Group 1 and Group 3.

5. Ask Group 2 to take center ring. Distribute Handout 7, Observation Guide, to observers. Begin role play. Call time after 10 minutes.

6. Ask Group 4 to take center ring. Provide Group 2 members with Handout 7, Observation Guide, as they assume observer roles.

7. Call time after 10 minutes. Ask Group 1 to assume center ring.

8. Call time after 10 minutes--ask Group 3 to assume center ring. Call time after 10 minutes.

9. Distribute Handout 8, Composite Tally Form. Ask groups to tally the behaviors they observed for each of the other groups. Post master newsprint sheet. One member of each group should record their tallies on this newsprint sheet. Add the 3 totals for each group.

10. Ask participants to return to total group for discussion of the report. They should pair off, study the newsprint sheet and refer to Handout 1, Five Typical Patterns of Leadership Behavior, as they try to identify trends, similarities, differences, etc. Allow 10 to 15 minutes for pairs to derive implications from their experience in role play, observation and composite data.

11. Conduct general discussion, asking pairs to report their findings. Record on newsprint the insights, observations, evaluations, etc. Summarize the exercise by referring appropriately to dimensions and skills listed on the first page of this exercise.

Trainer Preparation:

1. Read exercise and all handouts.

2. Assemble handouts and materials.

3. Prepare newsprint sheets for Steps 1 and 9.

Materials:

1. Newsprint charts for Steps 1 and 9

2. Newsprint for recording data in Step 11

3. Handout 1, Five Typical Patterns of Leadership Behavior (for all participants)

4. Handout 2, Role Play Assignment for Group 1

   Handout 3, Role Play Assignment for Group 2

   Handout 4, Role Play Assignment for Group 3

   Handout 5, Role Play Assignment for Group 4

5. Handout 6, Individual Work Sheet (for all participants)

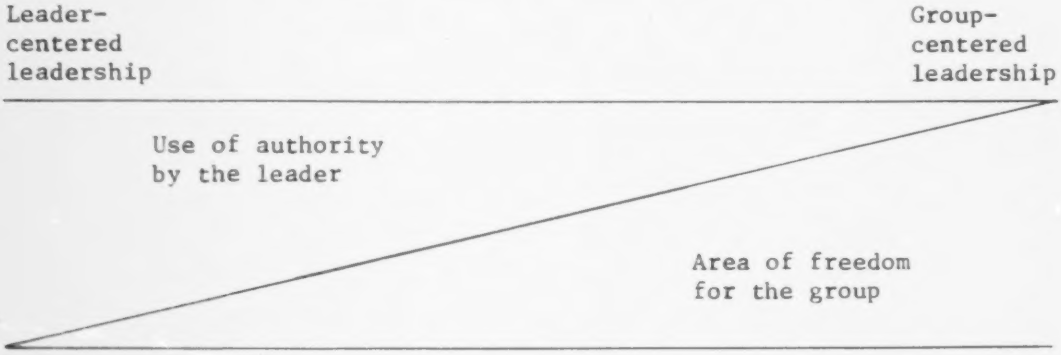
6. Handout 7, Observation Guide (for all participants)

7. Handout 8, Composite Tally Form (for each group)

Exercise 17

Handout 1
Five Typical Patterns of Leadership Behavior[1]

How a leader uses his/her power affects both the productivity of the group and the freedom of subordinates and group members. As the leader uses less authority and power, group members gain freedom in making decisions; as the leader uses more power, the freedom of the group declines.


Leader-centered leadership
Group-centered leadership
Use of authority by the leader
Area of freedom for the group

Leader makes decision and announces it	Leader "sells" decision	Leader presents ideas and invites questions	Leader presents tentative decision, subject to change	Leader presents problem, gets suggestions, makes decision	Leader defines limits, asks group to make decision	Leader permits group to function within limits defined by superior

The diagram relates different kinds of leadership behavior to different balances of power between leader and members. The pattern of leadership behavior may range from leader-centered to group-centered, depending on whose assessment of the problem, interests, experience and motivations dominates the decision.

Five Typical Patterns of Leadership Behavior

1. Telling: Leader identifies a problem, considers alternative solutions, makes decision and tells his/her followers what they are to do. Members may be considered but do not participate directly in the decision making. Coercion may or may not be used or implied.

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[1] Adapted from Schmidt and Tannenbaum, *Summer Reading Books*, NTL-IABS Summer Laboratories, NTL, 1967.

2. Selling: Leader makes the decision but tries to persuade the group members to accept it. Leader points out how he/she has considered organization goals and the interests of group members and states how the members will benefit from carrying out the decision.

3. Testing: Leader identifies a problem and proposes a tentative solution. Leader asks for reactions of those who will implement decision. He/she makes the final decision.

4. Consulting: Group members have a chance to influence decision from the beginning. Leader presents problem and relevant background information. Group is invited to give input on alternative actions to be considered. Leader selects the solution he/she regards as most promising.

5. Joining: Leader participates in discussion as a member and agrees in advance to carry out whatever decision the group might make.

Influences on the Leader

1. Forces in Leader

   a. Leader's value system: How strongly does he/she feel that individuals should have a share in making decisions that affect them? How convinced is he/she that an official who is paid or chosen to assume responsibility should personally carry the burden of decision making? What is the relative importance that he/she attaches to organizational efficiency and personal growth of subordinates?

   b. Leader's confidence in the group members: Leaders differ in the amount of trust they have in other people generally. After considering the knowledge and competence of a group with respect to a problem, a leader may (justifiably or not) have more confidence in his/her own ability than in that of group members.

   c. Leader's own leadership inclinations: Leaders differ in the manner (e.g., telling or team role) in which they seem to function more comfortably and naturally.

   d. Leader's feelings of security in an uncertain situation: Leaders who release control of the decision-making process reduce the predictability of outcomes. Leaders who have a greater need than others for predictability and stability are more likely to "tell" or "sell" than to "join."

2. Forces in Group Members

Before deciding how to lead a certain group, the leader will also want to remember that each member, like himself/herself, is influenced by many personality variables and expectations. Generally speaking, the leader can permit the group greater freedom if the following essential conditions exist:

a. Members have relatively high needs for independence

b. Members are ready to assume responsbility

c. Members have a relatively high tolerance for ambiguity

d. Members are interested in the problem and feel it is important

e. Members understand and identify with the goals of the organization

f. Members have the necessary knowledge and experience to deal with the problem

g. Members expect to share in decision making

3. Forces in Situation

Some of the critical environmental pressures on the leader:

a. The problem itself: Do members have the kind of knowledge that is needed? Does the complexity of the problem require special experience or a 1-person solution?

b. The pressure of time: The more strongly the leader feels an immediate decision is needed, the more difficult it is to involve other people.

Long-Term Objectives and Strategy

As the leader works on daily problems, his/her choice of a leadership pattern is usually limited. But the leader may also begin to regard some of the forces mentioned as variables over which he/she has some control, and to consider such long-range objectives as:

1. Raising the level of member motivation

2. Improving the quality of all decisions

3. Developing teamwork and morale

4. Furthering the individual development of members

5. Increasing their readiness to accept change

Generally a fairly high degree of member-centered behavior is more likely to achieve these long-range goals. But the successful manager can be characterized neither as a strong leader nor as a permissive one. Rather, he/she is sensitive to the forces that influence him/her in a given situation and can accurately assess those forces that should influence him/her.

Exercise 17

Handout 2
Role Play Assignment for Group 1

Your role play will depict a situation in which the leader behavior is telling. Check Handout 1. Be sure the other groups do not know your assignment.

You will have 30 minutes to develop an appropriate role play situation (committee meeting, staff meeting, etc.). Select a leader. Give your leader an opportunity to get into his/her role. Give your leader suggestions for making his/her role consistent with the description of a telling style of leadership behavior (see Handout 1).

Exercise 17

Handout 3
Role Play Assignment for Group 2

Your role play will depict a situation in which the leader behavior is selling. Check Handout 1. Be sure the other groups do not know your assignment.

You will have 30 minutes to develop an appropriate role play situation (committee meeting, staff meeting, etc.). Select a leader. Give your leader an opportunity to get into his/her role. Give your leader suggestions for making his/her role consistent with the description of a selling style of leadership behavior (see Handout 1).

Exercise 17

Handout 4
Role Play Assignment for Group 3

Your role play will depict a situation in which the leader behavior is *testing/consulting*. Check Handout 1. Be sure the other groups do not know your assignment.

You will have 30 minutes to develop an appropriate role play situation (committee meeting, staff meeting, etc.). Select a leader. Give your leader an opportunity to get into his/her role. Give your leader suggestions for making his/her role consistent with the description of a *testing/consulting* style of leadership behavior (see Handout 1).

Exercise 17

Handout 5
Role Play Assignment for Group 4

Your role play will depict a situation in which the leader behavior is joining. Check Handout 1. Be sure the other groups do not know your assignment.

You will have 30 minutes to develop an appropriate role play situation (committee meeting, staff meeting, etc.). Select a leader. Give your leader an opportunity to get into his/her role. Give your leader suggestions for making his/her role consistent with the description of a joining style of leadership behavior (see Handout 1).

Exercise 17

Handout 6
Individual Work Sheet

The way I think I usually feel and act in a situation like this ("situation" refers to the role play assignment given to your group, based on one of the behavior patterns presented in Handout 1)	The way I am going to function in this situation and role functions I would like to assume during the role play
	Set goals
	Propose problems
	Ask for information
	Give information
	Propose solutions
	Ask for clarification
	Give clarification
	Test for consensus
	Give support
	Ask about group progress and feelings of members
	Summarize
	Evaluate

Exercise 17

Handout 7
Observation Guide

Leadership Functions in the Group

While observing each group, make a tally mark every time you hear or see behavior (verbal or nonverbal) that approximates in your estimation the categories listed below.

Categories	Group 1	Group 2	Group 3	Group 4
1. Setting goals				
2. Proposing problems				
3. Asking for information				
4. Giving information				
5. Proposing solutions				
6. Asking for clarification				
7. Giving clarification				
8. Testing for consensus				
9. Giving support				
10. Asking about group progress				
11. Summarizing				
12. Evaluating				

Exercise 17

Handout 8
Composite Tally Form

Reporting Group #___

Categories	Group #___ observed	Group #___ observed	Group #___ observed	
1. Setting goals				
2. Proposing problems				
3. Asking for information				
4. Giving information				
5. Proposing solutions				
6. Asking for clarification				
7. Giving clarification				
8. Testing for consensus				
9. Giving support				
10. Asking about group progress				
11. Summarizing				
12. Evaluating				

EXERCISE 18: PERSONAL PROBLEM ANALYSIS PROGRAM

60 Minutes to 2 Hours

Note to Trainers: Step 3 of this exercise is optional. If you decide to use Step 3, be sure to announce it in Step 1.

Purpose: To provide the opportunity for individuals to apply problem-solving tools to personal problems they want to solve.

Setting: Individuals will be provided with a problem analysis program. They will identify a personal problem with another individual or group which they would like to analyze and they will use the program to perform a problem analysis. The exercise includes an option to share the analysis with 1 or 2 others for clarification (Step 3).

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Problem-solving effectiveness Awareness of own behavior	Openness		Goals Individual differences

Minutes	Steps	Materials	Directions
5	1. Introduce the exercise		1. Present the purpose and activities of the exercise.*
45 to 60	2. Analyze a personal problem	Handout 1	2. Distribute Handout 1, A Personal Problem Analysis Program, to participants. Briefly review the program and ask for questions. Instruct participants to complete the program individually.
60	3. (OPTIONAL) Share problem analysis		3. Tell participants to select 1 or 2 others with whom they want to share their analyses for purposes of achieving greater clarity. Instruct them to share their work as they desire, helping each other clarify their analyses.

---

*If you decide to use Step 3, be sure to announce it in Step 1.

Exercise 18

Handout 1
A Personal Problem Analysis Program

How the Problem Analysis Program (PAP) Works

Scientific research and practical experience have shown that people who successfully resolve personal problems typically go through certain general stages of thinking. At each stage, they acquire a new, more useful way of looking at the problem, which leads them to a better understanding of it and helps uncover new approaches to resolving it (involving changes in their awareness, feelings and behavior).[1]

This, then, is a systematic procedure for using your own feelings and thinking resources to understand and resolve a problem you now have with another person, group or organization. The more important the problem is to you, the more meaningful will be the learning you get from this procedure. Your following this procedure probably indicates a personal decision to tackle the problem. The chances of arriving at a meaningful and lasting solution depend on your making this kind of decision now.

How You Can Use This Program

The PAP presents you with a series of questions concerning the way you think about your problem. As you answer these questions, you will be following a thinking process that results in a better way of looking at your problem. You will be going through stages of effective problem solving.

On the following pages, you will be asked to write down a simple statement of your problem. This first statement will probably not be very clear or concise. In fact, part of the difficulty in solving a problem is frequently that it is hard to pin down just what the problem is. This program will help you state your problem more clearly.

---

[1] Adapted with permission from a copyrighted program by Saul Eisen, 1966. The program is largely based on the works of Carl Rogers.

1. Take some time now to write down a statement of the problem as it looks to you now. You need not worry about coherence, style or clarity. Try instead to write "off the top of your head."

   As I see the problem, it is essential that:

2. Now that you've written down how the problem looks at this point, it would be useful to see what stage of problem solving this statement represents.

   If you speak about the problem as something that is bad in general, but has no bearing on you personally, you're thinking in Stage 1. If you do talk about how it bears on you, you're thinking in Stage 2.

EXAMPLE

Stage 1	Stage 2
My boss loses his/her temper too easily.	My boss gets angry at me too easily.

3. Looking at the words you have actually written for item #1, determine whether your statement is in Stage 1 or Stage 2.

   For the most part, my statement is now in Stage ___.

   If it is in Stage 1, go to item #4. If it is in Stage 2, scan item #4, answer it if you wish and then go on to item #5.

4. If your statement is in Stage 1, it does not describe the problem as your problem. You can progress to Stage 2 by restating the problem in terms of how you are involved in it. You can probably do this by answering the question, "How is this a problem to me?"

   If I were to restate the problem, this time emphasizing how it is of concern to me, I would say that:

5. Now look again at your description of the problem (in item #1 or item #4). If you talk about how it is of concern to you, but not about how you feel and react in the problem situation, you're thinking in Stage 2. But if you also talk about your feelings and reactions, you're thinking in Stage 3.

EXAMPLE

Stage 2	Stage 3
My boss gets angry at me too easily.	My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him/her for having such a short fuse.

6. *For the most part, my statement is now in Stage ___.*

   If it is in Stage 2, go to item #7. If it is in Stage 3, scan item #7, answer it if you wish and then go on to item #8.

7. You can progress to Stage 3 by writing about your problem again, this time emphasizing how you feel and react in the problem situation.

Focusing now on my feelings and reactions, I would say that:

8. Stage 4, which is a key stage in the understanding and resolution of a problem, is the recognition by the individual of his/her "contribution" to the problem situation (how his/her own behavior adds to the problem). If your statement includes recognition of how you helped create or continue your problem, you are in Stage 4.

EXAMPLE

Stage 3	Stage 4
My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him/her for having such a short fuse.	My boss gets angry at me too easily. This usually gets me rattled so I can't work well, and gets me annoyed at him/her for having such a short fuse. My feelings about his/her anger keep me on edge so that I am more likely to make the mistakes that get him/her angry. Also, my boss doesn't know the effect his/her anger has on me because I've never really...

9. Looking at your statement of the problem up to now, ask yourself whether you have explored sufficiently your own contribution to the problem in terms of the things you do (or neglect to do) that might be adding to the problem. If you've already done this, scan item #10, answer it if you wish and then go on to item #11.

10. *Stage 4--The problem as I see it now, including recognition of what I am doing or neglecting to do, is as follows:*

11. When you have gone from Stage 1 to Stage 4 in your thinking about your problem, you may find that you have a clearer, more useful way of looking at it. You may also find that some of your feelings about the situation have changed or are beginning to change. This could mean that negative, uncomfortable feelings are becoming less intense or less upsetting.

    Think for a few minutes about changes in your awareness and feelings about your situation that have taken place or might take place. Go to item #12 and write down these changes, if any.

12. *As a result of this analytical process, the following changes in my awareness and feelings have taken place (or are taking place):*

13. In going from Stage 1 to Stage 4, you may begin to see specific changes in your behavior that might be appropriate. (This could well mean doing something that you've never tried before.) Think for a few minutes about specific changes in your behavior that might be appropriate to your problem. Then go to item #14 and write about these changes, if any.

14. *In relation to the problem as I've described it and any changes in awareness or feelings that I'm experiencing, the following specific changes in my behavior would be appropriate:*

15. At this point, you need an opportunity to try out the changes in behavior that you described for item #14. In preparation for this, review and picture in your mind the changes in your behavior that you have decided upon. Now think about how willing you are to actually try out these changes.

    Remember that the solution to your problem depends, at least in part, upon your behavior, your feelings, your attitudes and your willingness to change.

16. This item concludes this problem-solving cycle. If the problem situation does not seem completely resolved (or if you are now facing other, similar problems), you may wish to go through the problem-solving cycle again in an attempt to more fully describe your problem and your alternatives.

    NOTE: You may now be facing a different kind of problem. For example, you may be striving to overcome barriers to accomplishing things you or your organization want to accomplish. If so, this problem-solving cycle can also be used effectively by you to gain a better way of looking at what you want to accomplish and the barriers to your doing so. This PAP can be used for any problem or challenge of concern to you that you can relate to yourself.

EXERCISE 19: SPEAKING PRECISELY AND LISTENING CAREFULLY

75 Minutes

> Note to Trainers: In order for this exercise to have the effect intended, the skills trainer must insist that the monitors be active in enforcing the paraphrasing ground rules.
>
> Be sure to explain that this exercise is a contrivance. Its effectiveness depends on the group's understanding that: (1) the ground rules and opposing roles make this exercise artificial and (2) aggressiveness by the skills trainer is necessary for careful monitoring.

Purpose: To sharpen listening and speaking skills. To identify forces that hinder effective communication. To contrast the communication process in small groups (trios) to the process employed in larger groups.

Setting: The topic for discussion should be relevant to the group's experiences; choose controversial issues if possible.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Listening Saying	Experimenting with own behavior Awareness of own behavior	Communication	Productivity

Steps	Directions
1. Present overview of exercise	1. Ask participants to think of examples of problems that make it difficult for individuals to understand each other in conversation. List examples such as the following on newsprint: a. Inaccurate expression b. Not talking about the same thing c. Not listening d. Crowding too much into 1 statement
2. Demonstrate the process	2. Select 2 group members to demonstrate the process. Seat them facing each other. Help them select a discussion topic about which they have strong opinions. Ask them to take opposing sides on the issue. Allow the conversation to begin. If members have difficulty in taking opposite sides, provide an illustration yourself by taking both sides and demonstrating a conversation.
3. Give ground rules	3. Interrupt the demonstration to post newsprint of ground rules. Review ground rules with participants. Answer any questions.
4. Continue demonstration	4. Allow the conversation to continue for 3 to 5 minutes, with the skills trainer serving as monitor to enforce the ground rules. Take an active role as monitor, remembering that you are setting the norm for trio monitors. Distribute Handout 1, Paraphrasing.
5. Form trios	5. Form trios. Two members are to engage in a 5-minute discussion while the third serves as monitor. The same topic may be used or the groups may select their own.

Steps	Directions
	Review newsprint of ground rules. The monitor's functions are: a. Make certain the paraphrase is to the speaker's satisfaction b. Keep time Roles should be switched at the end of each 5-minute period until there have been 3 conversations and all 3 trio members have served as monitors.
6. Form groups of 9	6. Instruct 3 trios to join together to form a group of 9. Ask the group to select a topic. It may be a topic already discussed in trios. Encourage differing points of view. Appoint a monitor for each group. Encourage monitors to be active in enforcing ground rules. Allow 5 to 7 minutes for discussion.
7. Re-form total group	7. Tell all members to form 1 group and to select a topic for discussion. Encourage them to take roles with opposing views. The skills trainer, as monitor, should stand outside of the group. Allow about 10 minutes for this step.
8. Summarize experience	8. Summarize and evaluate the experience. Ask participants to identify some of the problems that hinder communication and to identify behaviors or techniques that help communication. Tell them to list these on newsprint. If the group does not suggest the items listed below, supplement their contributions to include these items: a. Repeating words verbatim does not necessarily convey understanding

Steps	Directions
	b. Silence can make people uncomfortable; sometimes people keep on talking to avoid "awkward" pauses in the conversation
	c. Paraphraser, in attempting to restate, may forget his/her own point
	d. Listening difficulty increases with: Lengthy statements Abstractions Ideas poorly organized and/or expressed
	e. As group size increases: It becomes more difficult to participate Some people feel *less* responsibility; others feel *more* responsibility There is a tendency for only 2 or 3 persons to interact in larger groups, with the rest not participating
	f. Special effort is needed to understand precisely what another person is trying to communicate
9. Review Handout 2	9. Distribute Handout 2, Listening and Paraphrasing. Briefly review the ideas from Handout 2.

Trainer Preparation:

1. Read the exercise procedures and the handouts.
2. Read Paper 4, Defensive Communication.

3. Prepare ground rules (for Steps 3 and 5) on newsprint as follows:

   Ground Rules for Paraphrasing Exercise

   a. First person speaks

   b. The next speaker must--before making his/her own contribution--restate or rephrase the essential meaning of the first speaker's comment to indicate that he/she has understood

   c. This person must secure agreement from the first speaker that his/her restatement is accurate

   d. If the rephrasing is not accurate, the first speaker must restate his/her point until it is understood; then the second person may make his/her own contribution

   e. The monitor in each group should actively enforce the ground rules

4. Assemble all handouts and materials.

Materials:

1. Handout 1, Paraphrasing
2. Handout 2, Listening and Paraphrasing
3. Newsprint chart of ground rules
4. Newsprint, felt tip pens and masking tape

Exercise 19

Handout 1
Paraphrasing

Make sure you understand the ideas, information and suggestions of others. To check your understanding, state the other person's idea in your own words or *give an example that shows what you think he/she was talking about*.

Examples:	"Is this [paraphrase the statement] an accurate understanding of your idea?"
	"Would this [state a specific example] be an example of the point you made?"

A good paraphrase is usually *more specific* than the original statement.

Example: Sam: "Joe is unfit to be a manager."

Paraphrase A: "You think he's not right for his job?"

This paraphrase is too general. If Sam agrees with it, you will still not know what he means by "unfit." You have merely the illusion of understanding.

Paraphrase B: "You mean that Joe is dishonest?"

This paraphrase is specific. Sam might answer: "No. Joe's honest, but he doesn't plan and he forgets details." Thus this paraphrase leads to a clarification of the way Sam is using the word "unfit."

You can sometimes get clarification by asking, "What do you mean?" or by saying, "I don't understand." However, you get sharper clarity when you paraphrase, because you show *what your present understanding is* and thus enable the other person to address his/her clarification to the specific misunderstanding you have revealed.

Before you agree or disagree with a remark, you should make sure that the remark you are responding to is really the message the other is sending. Paraphrasing is a way of testing this.

Exercise 19

Handout 2
Listening and Paraphrasing

At any particular moment in every working group, each member is listening, talking or taking a vacation from the work of the group. Status leaders, generally, are expected to talk, expect to talk and do talk. Our training in communications ordinarily includes the skills of reading, writing and speaking, but it does not include the skill of listening. Listening carefully to the dynamic verbal interplay in a group is a difficult skill to learn--yet we assume we possess it. The underlying assumption seems to be that if the message is sent in the proper manner, we need not be concerned about the way it is received. This seems to be a highly erroneous assumption since there is ample evidence that, despite the clarity of the message, considerable distortion occurs. Some of the factors contributing to distortion are:

1. Your attitude or feeling toward the speaker
2. Anticipation of what the speaker will say
3. Cultural values which cause you to screen out certain areas
4. Failure to attend to both the words and the music
5. Learned deafness in response to questions or statements (e.g., "How are you?") that require no real answer

When used properly, paraphrasing should appreciably reduce the level of distortion and increase the comprehension and understanding of messages.

EXERCISE 20: STYLE OF PARTICIPATING IN A DECISION-MAKING GROUP

2½ Hours

Note to Trainers: This exercise may be used early in a workshop.

Purpose: To generate data for observation and analysis of participation styles. To allow opportunity to rate self on participation style. To enable participants to identify and practice helpful behaviors in group decision-making task.

Setting: This exercise may be used early in the workshop. The group is to be divided into subgroups. Group A seat themselves in a circle; Group B seat themselves in a slightly larger circle outside the first. In Round 1, Group A will participate in a task and Group B will observe. In Round 2, the groups reverse positions and roles.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Overall effectiveness as a group member Feedback Awareness of own behavior		Productivity Membership Feelings Communication Influence	Individual differences

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Steps:

1. Arrange total group in 2 small concentric circles, with 6 to 10 persons in each circle. There should be an equal number in each circle. Each person in the outer circle should select 1 person in the inner circle to observe and should sit in a position that facilitates observation. Explain that there will be 2 rounds: In Round 1, Group A works and Group B observes. In Round 2, the process is reversed: Group B is in the center and Group A observes.

2. Distribute Handout 1, Agree/Disagree Statements on Groups, to members of Group A. Tell them they are to begin the task when you give the signal. Distribute Handout 2, Observer Rating of Pair Partner: His/Her Participation Style, and Handout 3, Observer Rating of Group: Overall Participation, to Group B. Instruct them to not fill out forms until the end of Round 1. They may make notations in the margins as reminders.

3. Instruct Group A to begin the task. Allow 30 minutes. Call time at the end of 30 minutes even though the task may not be completed.

4. Ask observers to fill out the forms provided. Distribute Handout 4, Participant Rating of Group, and Handout 5, Participant Self-Rating: Participation Style, to Group A members. Allow 5 minutes for both groups to complete forms.

5. Ask pairs to meet, compare rating sheets and clarify perceptions, providing specific examples if possible. Pairs work for 15 minutes.

6. Reverse roles (Group B is seated in the center). Distribute Handout 6, Characteristics of a Leader, to Group B. Tell them they are to begin their task when you give the signal. Instruct members of Group A to select individuals they will observe (need not be the same pairs as in Round 1) and sit where they can observe their partners. Distribute Handout 2, Observer Rating of Pair Partner: His/Her Participation Style, and Handout 3, Observer Rating of Group: Overall Participation, to Group A. Instruct them to not fill out forms until the end of Round 2. They may make notations in the margins if they wish.

7. Instruct Group B to begin the task. Allow 30 minutes for Group B to work.

8. Stop the task work after 30 minutes. Give Group B members Handout 4, Participant Rating of Group, and Handout 5, Participant Self-Rating: Participation Style. Allow 5 minutes for observers and participants to fill in forms.

9. Ask pairs to get together and compare the ratings on their sheets. Ask them to discuss and seek clarification of perceptions. Instruct observers to provide illustrations if they can to support their perceptions. Pairs work for 15 minutes.

10. Debriefing questions: Conduct general discussion by eliciting data from participants. Write suggestions on 4 newsprint charts headed:

    a. Helpful participation styles

    b. Hindering styles

    c. Helpful procedures for reaching decisions

    d. Behaviors I want to keep trying

11. Summarize the session by calling attention to the following:

    a. The style of participation is crucial to good productivity

    b. There is a relationship between degree of participation and commitment to decision

    c. There is a relationship between extent of participation and feeling toward the group

    d. Awareness of how others perceive people and how they affect them in their participation is related to the climate of the group and its ability to move toward a decision

Trainer Preparation:

1. Read Exercise 10 carefully.

2. Prepare 4 newsprint charts for use in Step 10.

3. Assemble Handouts 1 through 6. Stack them in the sequence in which they will be used.

Materials: Copies of Handouts 1 through 6 (for all participants)

1. Handout 1, Agree/Disagree Statements on Groups

2. Handout 2, Observer Rating of Pair Partner: His/Her Participation Style

3. Handout 3, Observer Rating of Group: Overall Participation

4. Handout 4, Participant Rating of Group
5. Handout 5, Participant Self-Rating: Participation Style
6. Handout 6, Characteristics of a Leader

Exercise 20

Handout 1
Agree/Disagree Statements on Groups

The task is to agree or disagree with each statement as a group. (Put an "A" to the left of those statements with which you agree; put a "B" to the left of those statements with which you disagree.) If your group cannot reach a decision regarding a statement, you may change the wording of the statement enough to allow a decision to be made. You will have 30 minutes to complete the task.

____ 1. A primary concern of all group members should be to establish an atmosphere in which all feel free to express their opinions

____ 2. An individual is able to achieve greater personal security in a group with a strong leader than in a leaderless group

____ 3. There are often occasions when a group member should do what he/she thinks is right regardless of what the rest of the group has decided to do

____ 4. Members should be required to attend meetings for setting group goals and discussing group problems

____ 5. Generally, there comes a time when democratic group methods must be abandoned in order to solve practical problems

____ 6. In the long run, it is more important to use democratic methods than to achieve specific results by other means

____ 7. Sometimes it is necessary to change people in the direction you yourself think is right, even when they object

____ 8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision

____ 9. When the leader is doing his/her best, one should not openly criticize or find fault with his/her conduct

____ 10. There would be more attentiveness if the leader would get quickly to the point and say what he/she wants the group to do

____ 11. Democracy has no place in a military organization, air task force or infantry squad when actually in battle

____ 12. By the time the average person has reached maturity, it is almost impossible for him/her to increase his/her skills in group participation

____ 13. Attendance falls off when everyone in the group has to be considered before a decision is made

____ 14. Committee membership doesn't dwindle when the chairperson is careful to choose friends for committee members

Exercise 20

Handout 2
Observer Rating of Pair Partner: His/Her Participation Style

1. How clear did he/she appear to be about membership in the group?

1	2	3	4	5	6
Completely confused		Clear about some things, confused about others			Completely clear

2. How completely did he/she appear to share his/her ideas in the group meeting?

1	2	3	4	5	6
Did not share any		Shared some ideas		Appeared to share every idea that he/she had	

3. How much did he/she appear to influence decisions of the group?

1	2	3	4	5	6
Not at all		Tried to influence half of the time		Appeared to try to influence every decision	

4. How free did he/she appear in expressing his/her true feelings?

1	2	3	4	5	6
Not free		Rather free			Very free

5. How well did he/she appear to listen to others in the group?

1	2	3	4	5	6
Not well		Rather well			Very well

Exercise 20

Handout 3
Observer Rating of Group:
Overall Participation

Please check the item under each question that best describes your reactions.

1. Check the word that best describes the climate while the group was working:

____ a. Cooperative
____ b. Tense
____ c. Work-oriented
____ d. Comfortable
____ e. Member-oriented
____ f. Competitive

2. How do you assess the way this group shared ideas?

____ a. A poor group
____ b. Not a very good group
____ c. A fairly good group
____ d. A very good group

3. How influential were the members of the group in making decisions?

____ All members influenced decisions
____ Only a few were influential
____ Decisions were made by 1 or 2

4. Did members appear to openly and freely express their true feelings?

____ a. Completely free, open and honest
____ b. Somewhat open
____ c. Slightly more open than closed
____ d. Slightly more closed than open
____ e. Somewhat closed
____ f. Completely closed and hidden

5. Were different views considered?

____ a. Completely discussed, examined and evaluated, in an effort to gain consensus
____ b. Considered more than ignored
____ c. Ignored more than considered
____ d. Completely ignored

Exercise 20

Handout 4
Participant Rating of Group

Please check the item under each question that best describes your reaction.

1. Check the word that best describes the climate while the group was working:

____ a. Cooperative
____ b. Tense
____ c. Work-oriented
____ d. Comfortable
____ e. Member-oriented
____ f. Competitive

2. How do you assess the way this group shared ideas?

____ a. A poor group
____ b. Not a very good group
____ c. A fairly good group
____ d. A very good group

3. How influential were the members of the group in making decisions?

____ All members influenced decisions
____ Only a few were influential
____ Decisions were made by 1 or 2

4. Did members appear to openly and freely express their true feelings?

____ a. Completely free, open and honest
____ b. Somewhat open
____ c. Slightly more open than closed
____ d. Slightly more closed than open
____ e. Somewhat closed
____ f. Completely closed and hidden

5. Were different views considered?

____ a. Completely discussed, examined and evaluated, in an effort to gain consensus
____ b. Considered more than ignored
____ c. Ignored more than considered
____ d. Completely ignored

Exercise 20

Handout 5
Participant Self-Rating:
Participation Style

1. How clear was I about membership in the group?

1	2	3	4	5	6
Completely confused		Clear about some things, confused about others			Completely clear

2. How completely did I share my ideas in the group meeting?

1	2	3	4	5	6
Did not share any		Shared half of my ideas			Completely shared every idea I had

3. How much did I try to influence decisions of the group?

1	2	3	4	5	6
Not at all		Tried to influence half of the time			Tried to influence every decision

4. How free did I feel to express my true feelings?

1	2	3	4	5	6
Not free		Rather free			Very free

5. How well did I listen to others in the group?

1	2	3	4	5	6
Not well		Rather well			Very well

Exercise 20

Handout 6
Characteristics of a Leader

Arrive at a group decision on the 5 characteristics that are most important for an organization's leader and rank-order the 5 selected by degree of importance (1 being the most important, 5 being the least important).

You have 30 minutes to reach a decision. At the end of this time, you will be given a reaction form on the experience. You must work as a group. Ignore those members of the group designated as observers.

Which 5 of the characteristics listed below are most important for an organization's leader?

1. Ability to make decisions and push them to completion
2. Awareness of politics within the organization
3. Sense of humor
4. Persuasiveness, ability to "sell" a decision
5. Emotional stability
6. Ability to define problems and have members make decisions
7. Ability to be logical, to present ideas and invite questions
8. Physical health and vigor
9. Talent as a socializer
10. Flexibility, ability to make tentative decisions and to change them when good suggestions are received
11. Ability to get members to define problems and adopt solutions
12. Diplomatic ability to keep organization "out of conflict"
13. Respect of the community
14. Charismatic personality
15. Analytical mind, ability to state problems and see suggestions before making decisions
16. Loyalty to the organization

List the 5 most important characteristics by writing in numbers below.	Rank-order these 5 characteristics by placing numbers 1 to 5 below.
________	________
________	________
________	________
________	________
________	________

EXERCISE 21: TAKING TASK AND MAINTENANCE ROLES IN A GROUP

90 Minutes

Purpose: To better understand group task and maintenance roles. To better appreciate the problems of perceiving roles accurately and achieving concurrence about role behaviors.

Setting: Six role players are needed. Other group members serve as observers. Role players are seated at a table in the center; observers are seated around them. This exercise may be enhanced by doing Exercise 22 first.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Awareness of own behavior Group diagnostic ability Helping group maintenance	Overall effectiveness as a group member	Roles Perception	Productivity

Steps:

1. Introduce the session. Select 6 role players. Role players are 5 science teachers and 1 district consultant. Take role players into another room. Give them copies of Handout 1, Role Playing Situation, and Handout 2, Task and Maintenance Roles. Give each person an assignment as follows:

Science Teacher 1:	Initiating and encouraging
Science Teacher 2:	Information seeking and expressing group feelings
Science Teacher 3:	Information giving and harmonizing
Science Teacher 4:	Clarifying and compromising
Science Teacher 5:	Summarizing and gatekeeping
District Consultant:	Consensus testing and setting standards

   Allow 10 minutes for the ad hoc committee to read the situation, review the roles assigned to them, and get into their roles.

2. Return to observers. Distribute Handout 3, Member Behavior Required for Doing Group Work, to half of the observers and Handout 4, Member Behavior Required for Building and Maintaining the Group As a Working Unit, to the rest. Instruct observers to meet in pairs for 10 minutes to review together descriptions of the roles assigned to them for observation.

   Explain to observers that they will be tallying the behaviors exhibited by each person in the role play. They are to write the names of the role players in the spaces provided on the observation sheets.

3. Bring role players together and begin role play. Allow the role play to continue for 15 minutes.

4. Ask observers to meet in trios, compare their perceptions and arrive at a trio report indicating what role each player was primarily playing. Allow 10 minutes. During this time post sheets of newsprint and list names of role players on newsprint.

Names	Trio guesses	Assigned roles

5. Return to general session around newsprint. Ask for reports from trios. Next to each name, write the roles (task and maintenance) the trio thought each person was taking.

6. Ask the role players to reveal the roles assigned to them. Write the roles on the newsprint in the third column. (The prediction is that there will be a discrepancy between the way role players understood their roles and the way they actually acted them out. Also, it is predicted that the way the role players were viewed will vary among the participants.)

7. Give brief theory input, calling attention to the following:

   Several factors influence the interpersonal and group processes going on in meetings. At least 2 factors appear very frequently, whether or not they were evident in the role play just completed:

   a. The perception factor. When watching the behavior of someone, people don't always perceive the same thing. Some may perceive a person expressing feelings; others may see the same behavior as giving information and expressing thoughts.

      Point to the reports on newsprint and check the variety of perceptions.

   b. The congruence factor. A person thinks or wants to act or behave in a certain way, but in effect his/her actions do not match his/her intentions. What is said verbally may not match what is done nonverbally.

      (Give other examples.)

Exercise 21

Handout 1
Role Playing Situation

Few opportunities exist for junior high school students to talk about their personal lives. This junior high school is located in a city with a population of about 100,000.

A science teacher in the school has reported to the weekly meeting of science teachers that many students keep coming to him with problems which seem tremendous to them.

The science teachers have decided to appoint an ad hoc committee to work on the problem and decide upon a way to fill the needs of the students.

Five science teachers have been appointed to the committee. In their first meeting, they clarified the problem and made explicit their concern about getting support and acceptance of school officials and the community for introducing a change. At the next meeting they will meet with a district consultant to further explore their concerns about fulfilling the needs of students and how to utilize the consultant's resources.

You have been asked to meet as a group of 5 science teachers and 1 district consultant.

Exercise 21

Handout 2
Task and Maintenance Roles

Task Roles

1. Initiating

   Proposing tasks or goals; defining group problems; suggesting procedures or ideas for solving problems

2. Information/opinion seeking

   Requesting facts; seeking relevant information about group concerns; asking for suggestions or ideas

3. Information/opinion giving

   Offering facts; providing relevant information about group concerns; stating beliefs; giving suggestions or ideas

4. Clarifying/elaborating

   Interpreting or reflecting ideas and suggestions; clearing up confusion; indicating alternatives or issues before the group; giving examples

5. Summarizing

   Pulling together related ideas; restating suggestions after group has discussed them; offering decisions or conclusions for group to accept or reject

6. Consensus testing

   Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached

Maintenance Roles

1. Encouraging

   Being friendly, warm and responsive to others; accepting others and their contributions; showing regard for others by giving them opportunities to speak or recognition

2. Expressing group feelings

   Sensing feelings, moods and relationships within group; sharing own feelings with group

3. Harmonizing

   Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences

4. Compromising

   When own ideas/status are involved in a conflict, offering to compromise own position; admitting error; disciplining self to maintain group cohesion

5. Gate-keeping

   Attempting to keep communication channels open; facilitating participation of others; suggesting procedures for sharing opportunities to discuss group problems

6. Setting standards

   Expressing standards for group to achieve; applying standards in evaluating group functioning or production

Exercise 21

Handout 3

Member Behavior Required for Doing Group Work

	First names of members in role playing group					
Task role						
Initiating: Proposing tasks or goals; defining group problems; suggesting procedures or ideas for solving problems						
Information/opinion seeking: Requesting facts; seeking relevant information about group concerns; asking for suggestions or ideas						
Information/opinion giving: Offering facts; providing relevant information about group concerns; stating beliefs; giving suggestions or ideas						
Clarifying/elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusion; indicating alternatives or issues before the group; giving examples						
Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering decisions or conclusions for group to accept or reject						
Consensus testing: Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached						

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Exercise 21

Handout 4

Member Behavior Required for Building and Maintaining the Group As a Working Unit

	First names of members in role playing group					
Maintenance Role						
Encouraging: Being friendly, warm and responsive to others; accepting others and their contributions; showing regard for others by giving them opportunities to speak or recognition						
Expressing group feelings: Sensing feelings, moods and relationships within group; sharing own feelings with group						
Harmonizing: Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences						
Compromising: When own ideas/status are involved in a conflict, offering to compromise own position; admitting error; disciplining self to maintain group cohesion						
Gate-keeping: Attempting to keep communication channels open; facilitating participation of others; suggesting procedures for sharing opportunities to discuss group problems						
Setting standards: Expressing standards for group to achieve; applying standards in evaluating group functioning or production						

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EXERCISE 22: TASK AND MAINTENANCE ROLES

90 Minutes

Purpose: To identify and clarify group roles that contribute to group achievement and maintenance of group climate and good relationships. To gain appreciation of the problems of perceiving roles accurately and achieving congruence in role behaviors.

Setting: A room large enough to accommodate trios is needed.

Primary Activity: Group is divided into trios. Each trio receives assignment to produce behavior samples in script form for 3 roles from a list of 12. Trios read their samples to the whole group and members try to identify the roles described. This exercise may serve as an introduction to Exercise 21.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Group diagnostic ability Awareness of own behavior		Roles Perception	Productivity

Steps	Directions
1. Introduce the exercise	1. Introduce the exercise. Present purpose and goals.
2. Form trios	2. Form trios. Distribute Handout 1, Task and Maintenance Roles. Ask participants to work in trios and write behavior samples illustrating 3 of the 12 roles listed (assign 3 different roles to each trio). Ask them to follow the guidelines in Handout 1 for writing the behavior samples.
3. Share behavior samples	3. Ask trio participants to share behavior samples in the total group. Before each script is read, announce which 3 roles are being illustrated. After each presentation, check with the group to find out if they agree or disagree that the script did in fact illustrate the 3 roles as they understand them. Do not allow participants to get blocked in debating the right and wrong answers. Announce that the purpose is to increase clarity and that other activities should contribute to more accurate illustrations and perceptions.
4. Read theory paper	4. Distribute Handout 2, The Two Big Jobs of Every Group, and ask participants to read it.
5. Form new trios	5. Announce that the same activity will be repeated but that when reading their behavior samples to the total group, trios will not reveal beforehand which 3 roles are being illustrated. Assign 3 roles to each trio and ask trios to write behavior samples as they did before. Remind them to stay within the context of the situation as described in Handout 1. Remind them to not reveal their role assignments until after the group has guessed what they are.
6. Share behavior samples	6. Ask trio participants to share written behavior samples in the whole group. Ask them to not reveal

Steps	Directions
	their assigned roles until all persons have guessed. After the first sample is presented, record on a newsprint chart the names of the roles guessed and the number of people who guessed each role. Once all participants have guessed, ask the trio to reveal the roles they intended to portray. Write the name of the assigned roles and draw a line under the survey just completed. Continue the same procedure for the remaining trios. Allow comments and reactions from participants after each presentation and recording of guesses. At the end of the activity, ask participants to notice the record of guesses on the newsprint and derive any implications concerning the problem of illustrating and perceiving role behaviors correctly.
7. Present brief summary	7. Summarize the session by mentioning that several factors influence interpersonal and group processes in meetings. At least 2 factors appear very frequently: • The perception factor. When watching the behavior (actions) of someone, people don't always perceive the same thing. Some may perceive a person expressing feeling; others may see the same behavior as giving information and expressing thoughts. Point to the reports on newsprint and check the variety of perceptions.

Steps	Directions
	• The congruence factor. A person thinks or wants to act or behave in a certain way, but in effect his/her actions do not match his/her intentions. What is said verbally may not match what is done nonverbally. (Give other examples.)

Exercise 22

Handout 1
Task and Maintenence Roles

Your task as a trio is to write a behavior sample illustrating the 3 roles assigned to you by the trainer.

Instructions

1. Read and clarify the role definitions on page 2 of this handout.

2. Read the situation of a faculty committee presented below.

   > You are a faculty committee charged with the responsibility of developing a proposal to secure funds for a resource center to be attached to the school and used by the school faculty. The committee has 7 members. You, as a committee, are working under the pressure of time; you need to get the proposal ready for submission to the School District Board by November 15; it is now October 15. For several years, other groups have collected information on the need for a resource center. The need has been established; half the faculty have already reported specific ways in which they can use the resource center.

3. Invent your behavior sample, basing it on the above situation. Imagine what may be going on in the committee meeting and produce the verbal interactions of members that you think best represent the issues in the committee and best illustrate the roles assigned to you. Identify 2 or more persons' verbal output.

Task Roles

1. Initiating

   Proposing tasks or goals; defining group problems; suggesting procedures or ideas for solving problems

2. Information/opinion seeking

   Requesting facts; seeking relevant information about group concerns; asking for suggestions or ideas

3. Information/opinion giving

   Offering facts; providing relevant information about group concerns; stating beliefs; giving suggestions or ideas

4. Clarifying/elaborating

   Interpreting or reflecting ideas and suggestions; clearing up confusion; indicating alternatives or issues before the group; giving examples

5. Summarizing

   Pulling together related ideas; restating suggestions after group has discussed them; offering decisions or conclusions for group to accept or reject

6. Consensus testing

   Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached

Maintenance Roles

1. Encouraging

   Being friendly, warm and responsive to others; accepting others and their contributions; showing regard for others by giving them opportunities to speak or recognition

2. Expressing group feelings

   Sensing feelings, moods and relationships within group; sharing own feelings with group

3. Harmonizing

   Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences

4. Compromising

   When own ideas/status are involved in a conflict, offering to compromise own position; admitting error; disciplining self to maintain group cohesion

5. Gate-keeping

   Attempting to keep communication channels open; facilitating participation of others; suggesting procedures for sharing opportunities to discuss group problems

6. Setting standards

   Expressing standards for group to achieve; applying standards in evaluating group functions or production

Exercise 22

Handout 2
The Two Big Jobs of Every Group

Task and Maintenance Factors

Careful analysis of any group that has lasted for more than a short time will show 2 main kinds of activities in the group:

1. Activities directed toward reaching the group's goals ("task functions")

2. Activities that affect the group's welfare and solidarity ("group maintenance functions")

For example, when a research department is ahead of schedule on several important projects, the task of that department is being well carried out. If the research department is having a party, enjoyed by everyone, a group maintenance activity is taking place. Often, activities can fulfill both functions. For example, some meetings not only contribute information that will increase productivity, but also develop a sense of solidarity in the group that makes people glad they belong to that particular organization.

Important Task Functions

Setting goals

All work groups are trying to reach some goal, e.g., to produce something, to develop ideas or to cut costs. Each department or division within an organization has its own specific goals that are related to the overall goal of the organization. In addition to the specific goals, each department has a number of secondary goals. These are the short-term goals that must be reached in order to accomplish the overall task of the group. Sometimes a secondary goal is quite specific, as when a department head says, "We must have this report in the mail by 5:00." Often secondary goals are scheduled for a few days at a time.

The important thing to keep in mind about goals is that people often take it for granted that everyone knows what the goals are, but sometimes this is not the case. Frequently goals are stated in such general terms that members of the group may have quite different ideas about what the actual achievement should be. Also, it is difficult to be sure that everyone has assigned the same priority. Sometimes, when the goal of reaching a specific delivery date has been set up, it is taken for granted that the goal of a high quality product will be maintained. When quality or the deadline must be sacrificed, people may not agree about which is more important.

Getting information

In making plans, schedules, decisions and assignments, groups need certain information. Sometimes this information consists of little more than the feelings of the people in the group. At other times, the information must be obtained from sources outside the group itself. Occasionally, a fairly large questionnaire or survey form is needed in order to obtain information sufficient for a good decision. Some provision must be made in every group for deciding what constitutes relevant information and for obtaining it. Groups often keep records for the sake of having a source of information about their own actions that is more accurate than human memory. In making up budgets, for example, a group may need to know the way costs and operations have changed over a 5-year period. In committees, minutes may be needed in order to refresh people's memories concerning the actions of the group.

Coordinating indiviual effort

In most groups, some way is needed to give out assignments or to decide who shall perform special functions. The simplest example is found in group discussion. In order for each individual to present his/her ideas, other people must refrain from speaking. This may be done by means of a chairperson who recognizes each speaker in turn. It may be done by a common understanding that permits each person to speak as he/she wishes, in a rather informal way. In industrial groups, assignments are often determined upon the basis of skill, knowledge or seniority. The coordination in this case is often done by a department head or supervisor. In very well-trained committees, no chairperson is needed because the coordination arises from a common recognition on the part of all members that certain jobs must be done.

Evaluation of group effort

Some way must be found to decide how well a group is reaching its goal. If a committee has only a limited time in which to work, it must evaluate work done against time remaining in order to use the time most effectively. In industry, evaluation of product quality may be done by the inspection or quality control department. When people are presenting ideas in a policy-making group, some way must be found to sort out the more appropriate from the less appropriate suggestions. In all these cases it is important to have a set of criteria against which products or ideas may be evaluated. These criteria should be known by all members of the group in advance and, if possible, group members should help in setting up the criteria for evaluation.

Decision making

Groups must have some way of knowing when a decision has actually been made either by or for the group. Sometimes an unsatisfactory method is used that will have repercussions later. For example, early in a meeting someone asks about having a chairperson. Another member speaks up and says, "Oh, let's have Jim," and Jim replies "Okay if you want me." Then Jim proceeds to act as chairperson. This kind of decision-making procedure may be unopposed, but people rarely think it is fair. In agreeing upon decision-making procedures, groups must face issues such as who has the final word; the scope of actual authority possessed by the group; how much time should be devoted to discussion; whether decisions should be made by secret vote, open vote or consensus; and determination of the conditions by which a decision may be reversed or overruled. It is important for groups to have decision-making techniques that will help them reach the decisions that are best for the group and the larger organization.

Developing procedures

Besides decision making, there are a number of other procedureal agreements that must be agreed to by group members. Some of these are related to the conditions under which a new person may enter the group or the procedure for ousting a member from the group. Other procedural provisions that need to be made are the nature and kind of disciplinary action that can be taken against a member of the group, the time for group meetings and the way in which group members are given recognition and permission to speak.

Providing for physical needs

In order to work effectively, groups need the right kind of equipment and surroundings. Also, sheer physical fatigue must be considered; groups must be given an opportunity to rest, take a break or stop work when it is clear that excessive fatigue is interfering with group functioning. Sometimes, in a long meeting, the need for food must be taken into account in planning the session.

Providing for social needs

People in groups often wish to chat with each other about matters of personal interest, to find out about mutual friends or to get to know each other better. People also need to make favorable impressions upon each other. The group must find some way to handle behavior activated by such needs.

Settling differences

In the course of almost any work, differences in point of view or preference will arise among group members. These differences must somehow be dealt with. Sometimes it is a matter of clarifying poor terminology. Sometimes the differences are much deeper than mere word usage. This function needs to be performed if the group is to avoid being split into several dissenting factions.

Keeping communication free

People differ in their ability to address a group and in their fear of speaking. Although it is certainly not true that all people should have an equal amount of speaking time, all persons ought to have an opportunit to contribute. It may be important to make a special effort to help reticent people speak and to help very talkative people control their tendency to take too much time. One of the most difficult channels to keep open is that through which feelings are expressed. Many people are reluctant to share their feelings. But feelings may be important for the group to know about. It takes a warm and permissive atmosphere to keep this channel open.

Providing support and encouragement

Both individual members and the group as a whole often need encouragement or support in facing difficult problems. This may take the form of expressing appreciation for each other's contributions; or it may take the form of expressing pleasure in being associated with the group or delight at the group's accomplishments. Another way to show support is to ask someone to continue to formulate what is obviously an unclear idea for him/her.

Categories of task and maintenance behavior

Behavior in the group can be analyzed in terms of its purpose or function. When a member says something, is he/she trying to get the group task accomplished (task-oriented group behavior), is he/she trying to patch up some relationships among members (maintenance-oriented group behavior) or is he/she meeting some personal need or goal without regard to the group's problems (self-oriented group behavior)?

As the group grows and the needs of members become integrated with group goals, there will be less self-oriented behavior and more task- or maintenance-oriented behavior.

Types of behavior relevant to the group's fulfillment of its task:

1. Initiating: Proposing tasks or goals; defining group problems; suggesting procedures or ideas for solving problems

2. Information/opinion seeking: Requesting facts; seeking relevant information about group concerns; asking for suggestions or ideas

3. Information/opinion giving: Offering facts; providing relevant information about group concerns; stating beliefs; giving suggestions or ideas

4. Clarifying/elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusion; indicating alternatives or issues before the group; giving examples

5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering decisions or conclusions for group to accept or reject

6. Consensus testing: Sending up "trial balloons" to see if group is nearing a conclusion; checking with group to see how much agreement has been reached

Types of behavior relevant to the group's remaining in good working order (having a good climate for the task work and good relationships that permit maximum use of member resources), i.e., behavior relevant to group maintenance:

1. Encouraging: Being friendly, warm and responsive to others; accepting others and their contributions; showing regard for others by giving them opportunities to speak or recognition

2. Expressing group feelings: Sensing feelings, moods and relationships within group; sharing own feelings with group

3. Harmonizing: Attempting to reconcile disagreements; reducing tension by "pouring oil on troubled waters"; getting people to explore their differences

4. Compromising: When own ideas/status are involved in a conflict, offering to compromise own position; admitting error; disciplining self to maintain group cohesion

5. Gate-keeping: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing opportunities to discuss group problems

6. Setting standards: Expressing standards for group to achieve; applying standards in evaluating group functioning or production

Every group needs both task and maintenance behaviors and needs to work out an adequate balance between them.

EXERCISE 23: USING RESOURCES IN A GROUP

90 Minutes

Purpose: To analyze what happens in groups when some members are rejected. To enable participants to observe and analyze group interaction, contrasting acceptance to rejection and contrasting the consequences of accepting feelings to the consequences of ignoring feelings.

Setting: This exercise could develop very strong emotional reactions within the group. Care should be taken to select persons as consultants who, in the trainer's judgment, are self-assured and emotionally stable. Groups of 8 persons (to be seated in small circles as discussion groups) are needed. This exercise should be preceded by exercises such as 14, 21 or 22.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Experimenting with own behavior Trust	Awareness of own behavior Group diagnostic ability	Feelings Influence Membership	Productivity Communication

Steps	Directions
1. Introduce Exercise 1 Agenda	1. Display newsprint showing agenda for this exercise.
2. Develop the situation for role play	2. Engage participants in a discussion of committee and other meetings in which they have participated in the past. Indicate that this discussion is to produce an appropriate situation for the experiment. The situation is a group meeting to make plans and it is necessary to use resource persons. Continue involving the group until a promising committee or group discussion is identified. Ask participants for elaboration and develop the situation by stating where the group is meeting, who has called the meeting, types of people participating, the roles of the consultants, and the general contents of the discussion. Jot down the essential characteristics on newsprint.
3. Set up the exercise	3. Ask participants to form groups of 8 members each. Help with formation of groups by suggesting movement of chairs, arrangement of space for odd members, etc. Review essential characteristics of the situation that is to be role played. Distribute Handout 1, Guidelines for Setting Up the Situation, and instruct groups to follow the instructions in Handout 1. Ask groups to elect 2 consultants and request that consultants leave the room for briefing; distribute Handout 2, Briefing for Consultants, to consultants as they leave. Ask 2 persons to be observers. Distribute Handout 3, Guidelines for Observers, to the observers. Assign 1 observer to each consultant. Ask them to go aside to read their instructions. Distribute Handout 4, Briefing for Committee Members, to participants who are to play committee members. Review instructions with them.

Steps	Directions
4. Conduct committee role play with consultants present	4. Call consultants back into the room. During role play, move about the room, providing assistance if it is needed and collecting data that might be useful for the discussions to follow. Allow the role play to run until the behavior of the groups suggests there are sufficient data for discussion and there is a reasonable expectation that the accepted and rejected individuals have guessed what instructions were given to the group.
5. Interview the consultants	5. Conduct interviews with the consultants, using questions such as: "What were some of your feelings?" "What effect did the role play have on you?" "What do you wish you could have done?"
6. Hear reports from observers	6. Instruct observers to report their observations and to indicate what they were watching for.
7. Discuss in small groups (small groups interview the 2 consultants)	7. Instruct small groups to interview their 2 consultants and discuss with them identification of feelings and behaviors that hindered or helped.
8. Hold general discussion	8. Announce that the theme of this exercise is "Studying Acceptance and Rejection." Invite participants to share their new insights. Write contributions on newsprint. Summarize and give emphasis to the importance of developing sensitivity to the needs and feelings of other people to obtain their cooperation.

Trainer Preparation:

1. Check Handouts 1 through 4.
2. Prepare newsprint chart (agenda).
3. Have blank sheets of newsprint posted to record information in Steps 2 and 8.

Materials:

1. Handout 1, Guidelines for Setting Up the Situation (for all participants)
2. Handout 2, Briefing for Consultants (for consultants only)
3. Handout 3, Guidelines for Observers (for observers only)
4. Handout 4, Briefing for Committee Members (for committee members only)
5. Newsprint, felt tip pens and masking tape
6. Agenda (prepared on newsprint by trainer)

Exercise 23

Handout 1

Guidelines for Setting Up the Situation

Instructions

1. Recall situations in which you have participated in committees and other meetings.
2. Describe a group planning meeting.
3. Plan the situation in such a way that the group has reasons to use resource people.
4. Plan so that group members can identify with resource people.
5. Resolve the questions listed below.
    a. Where is the group meeting?
    b. What is the expressed task?
    c. Who has called the meeting?
    d. What types of people are participating?
    e. What are the roles of the consultants?
    f. What is the general focus of the discussion?

Exercise 23

Handout 2
Briefing for Consultants

Instructions

1. Recall the situation sufficiently to get into your role as consultant.
2. As consultant, try to be as helpful as possible.
3. Return to your groups when trainer calls you back.

Exercise 23

Handout 3
Guidelines for Observers

This exercise should demonstrate the effects of acceptance and rejection in groups. Pay particular attention to the dimensions of *feelings, membership and influence*. Try to identify *feelings* and how they affect individuals and the total group. What is your perception of the effect on membership in the group? How effective are members and consultants in influencing each other?

Watch for the following:

1. Nonverbal behaviors displayed by consultants that give clues to their feelings
2. Things members of the group do that help or block the consultants
3. Effects of group behavior on the consultants
4. Kind of influence the consultants have on the group

Exercise 23

Handout 4
Briefing for Committee Members

Instructions for the Role Play

1. Designate one of the consultants as a favored visitor and the other as an unwanted visitor.

2. Give complete attention to the favored visitor. In every way make him/her feel wanted and important. Direct all questions and comments to him/her.

3. Treat the unwanted visitor civilly. Ignore him/her as much as possible. Do not ask him/her any questions.

4. If the unwanted visitor makes comments, ignore them. You may smile, but turn immediately to address the favored visitor.

5. Do not imply in any way that you will listen to the unwanted visitor later.

6. When the signal is given, begin your session.

7. Keep the situation in mind. Stay in character. Avoid hamming it up.

EXERCISE 24: WHAT TO OBSERVE IN A GROUP

90 Minutes

Purpose: To increase observation skills, given a set of ideas and guidelines for observation and discussion.

Setting: Room large enough to accommodate a ring of 8 to 12 persons with another ring of an equal number of persons who will be observing the inner group.

Primary Activity: Discussion group and observer group seated in double fishbowl arrangement. Observers later have an opportunity to become discussion group (roles reverse). Prescribed topics provide focus of discussion.

Skills		Dimensions	
Primary	Secondary	Primary	Secondary
Group diagnostic ability Overall effectiveness as a group member	Helping group maintenance	Roles Perception Membership Influence Productivity Communication Feelings	

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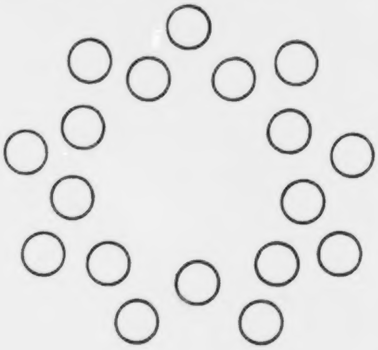
Steps:

1. Introduce the exercise by explaining its purpose and presenting an outline of activities.

2. Distribute Handout 1, What to Observe in a Group. Ask participants to read it. Allow 10 minutes.

3. Form trios. Ask participants to get together with 2 other persons they know least well. Tell them to discuss the dimensions of group work presented in Handout 1, and share with each other past group experiences that match the descriptions in the paper.

4. Seat the group in 2 concentric circles so that equal numbers are in each circle.



Distribute Handout 2, Observation Guide, to members seated in outer circle (Group B). Ask them to follow the instructions in Handout 2.

Ask members of the inner circle (Group A) to discuss a topic for 10 minutes. (PROVIDE A TOPIC THAT HAS SIGNIFICANCE AND IMMEDIACY FOR THE GROUP.) Group B will observe Group A during this period.

5. After 10 minutes, call time and review briefly the major ideas in Handout 1, What to Observe in a Group.

Ask Group A to form pairs and discuss their meeting in the light of Handout 1. Ask Group B to form pairs in order to share and discuss their observations.

6. Form quartets by grouping together 1 pair from Group A and 1 pair from Group B. Ask them to share the ideas and observations discussed in the pair meeting.

7. Announce that in a few minutes Group B will take the inner circle and continue the discussion started by Group A. Ask Group B to take a few minutes to review Handout 1 and reflect on ways in which they wish to participate in the group discussion--ways of participating more skillfully. Distribute Handout 2,

Observation Guide, to Group A and ask them to decide what to watch for as observers. Allow 5 minutes.

8. Ask Group B to continue the discussion and Group A to observe. Allow 10 minutes.

9. After 10 minutes, call time and ask the same pairs to meet and discuss the process in the group discussion. Ask them to share their observations.

10. Ask the same quartets to meet and share their ideas about what they observed in the group.

11. Call the whole group together and present a brief summary of the key ideas.

Exercise 24

Handout 1
What to Observe in a Group

One way to learn is to observe and analyze what is happening in a group. All of us have spent our lives in groups of various sorts (family, gang, team, work group, etc.), but rarely have we taken the time to stop and observe what was going on or why members were behaving the way they were. One of the main goals in this exercise is for you to become better observers and better participants.

But what do you look for? What is there to see in a group?

Content Versus Process

When you observe what a group is talking about, you are focusing on the content. When you try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, you are focusing on group process.

Most topics about backhome situations emphasize content ("What is good leadership?" "How can I motivate my subordinate?" "How can we make our meetings more effective?") and are about "there and then" issues (abstract, future- or past-oriented issues that do not involve you directly). In focusing on group process, you are looking at what your group is doing in the "here and now" (how it is working in the sense of its present procedures and organization).

When an issue is not being confronted directly by a group, the content of the conversation is often the best clue to what is going on in people's minds. For example:

Content	Process
1. Talking about problems of authority back home may mean...	a leadership struggle is going on in the group
2. Talking about how bad group meetings usually are at school may mean...	that members are dissatisfied with the performance of their own group
3. Talking about staff members who don't really help anyone may mean...	there is dissatisfaction with the chairperson's role in the group

On a simpler level, to look at group process is to focus on what is going on in the group and to try to understand it in terms of other things that have gone on in the group.

Communication

One of the easiest aspects of group process to observe is the pattern of communication. The observations you make give you clues to other important things that may be going on such as who leads whom or who influences whom.

Some things to look for:

1. Who talks. For how long? How often?
2. Whom do people look at when they talk?
    a. Single others, possible potential supporters
    b. The total group
    c. No one
3. Who talks after whom? Who interrupts whom?
4. What style of communication (assertions, questions, tones of voice, gestures, etc.) is used?

Decision-Making Procedures

Whether we are aware of it, groups make decisions all the time. Some decisions are made consciously, in reference to the major tasks at hand. Some are made with little awareness, in reference to group procedures or standards of operation. It is important to observe how decisions are made in order to assess the appropriateness of the decisions and to assess whether the consequences will really be what the group members bargained for.

Group decisions are notoriously hard to rescind. When someone says, "Well, we decided to do it, didn't we?" any budding opposition is quickly immobilized. You can only undo a decision if you reconstruct it, understand how you made it and test whether the method used was appropriate.

Some methods by which groups make decisions:

1. The plop: "I think we should introduce ourselves" [silence].
2. The self-authorized agenda: "I think we should introduce ourselves. My name is Joe Smith."
3. The handclasp: "I wonder if it would be helpful for us to introduce ourselves?" "I think it would. My name if Pete Jones."

4. "Does anyone object?" (or "We all agree").

5. Majority/minority voting.

6. Polling: "Let's see where everyone stands--what do you think?"

7. Consensus testing: Genuine exploration to determine whether the opposition feels strongly enough to be unwilling to implement the decision (not necessarily unanimity, but essential agreement by all).

Task-Oriented, Maintenance-Oriented and Self-Oriented Behavior

Behavior in a group can be viewed from the point of view of its apparent purpose or function. When a member says something, is he/she trying to get the group task accomplished (task-oriented behavior), is he/she trying to improve or patch up relationships among members (maintenance-oriented behavior) or is he/she meeting some personal need or goal, without regard for the group's problems (self-oriented behavior)?

As the group grows and the needs of members become integrated with group goals, there will be less self-oriented behavior and more task- or maintenance-oriented behavior.

Types of behavior relevant to the group's fulfillment of its task:

1. Initiating: Proposing tasks or goals; defining group problems; suggesting procedures or ideas for solving problems

2. Information/opinion seeking: Requesting facts; seeking relevant information about group concerns; asking for expressions of feeling; requesting statements or estimates; soliciting expressions of values; seeking suggestions or ideas

3. Information/opinion giving: Offering facts; providing relevant information about group concerns; stating beliefs; giving suggestions or ideas

4. Clarifying/elaborating: Interpreting ideas or suggestions; clearing up confusion; defining terms; indicating alternatives or issues before the group; giving examples

5. Summarizing: Pulling together related ideas; restating suggestions after group has discussed them; offering decisions or conclusions for group to accept or reject

6. Consensus testing: Sending up "trial balloons" to see if group is nearing a decision; checking with group to see how much agreement has been reached

Types of behavior relevant to the group's remaining in good working order (having a good climate for the task work and good relationships that permit maximum use of member resources), i.e., behavior relevant to group maintenance:

1. Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore their differences
2. Gate-keeping: Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing of remarks
3. Encouraging: Being friendly, warm and responsive to others; indicating by facial expressions or remarks the acceptance of others' contributions
4. Compromising: When own ideas/status are involved in a conflict, offering to compromise own position; admitting error; disciplining self to maintain group cohesion
5. Setting standards and testing: Testing whether group is satisfied with its procedures; suggesting procedures; pointing out explicit or implicit norms that have been set to make them available for testing

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

Emotional Issues: Causes of Self-Oriented Emotional Behavior

The processes described thus far are related to the group's attempts to work (to solve problems of task and maintenance), but there are many forces active in groups that disturb work and represent an emotional undercurrent in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors that interfere with or are destructive to effective group functioning. They cannot be ignored or wished away. They must be recognized; their causes must be understood; and, as a group develops, conditions must be created that permit these emotional energies to be channeled in the direction of group effort.

Emotional issues relevant to group's fulfillment of its task:

1. The problem of identity: "Who am I in this group?" "Where do I fit in?" "What kind of behavior is acceptable here?"
2. The problem of goals and needs: "What do I want from this group?" "Can the group's goals be made consistent with my goals?" "What have I to offer to the group?"
3. The problem of power, control and influence: "Who will control what we do?" "How much power and influence do I have?"

4. The problem of intimacy: "How close will we get to each other?" "How personal?" "How much can we trust each other?" "How can we achieve a greater level of trust?"

Kinds of behavior produced in response to these issues:

1. Dependency/counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer or chairperson
2. Fighting and controlling: Asserting personal dominance and attempting to get own way regardless of others
3. Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group
4. Pairing up: Seeking out 1 or 2 supporters and forming a kind of emotional subgroup in which members protect and support each other

These are not the only forces that can be observed in a group. What is important varies with what the group is doing, your needs as an observer, your goals and many other factors. The main point is that improving your skills in observing what is going on in the group will provide you with important data for understanding groups and increasing your effectiveness within them.

Exercise 24

Handout 2
Observation Guide

Things to Look For

Participation

Membership, influence

Did all have opportunities to participate?
Were some excluded?
Was an effort made to draw people out?
Did a few dominate?

Leadership

Membership, influence

Did a leader, as such, emerge?
Was a leader designated?
Was leadership shared?
Was there any structuring of the group?

Roles

Roles

Who initiated ideas? Were they supported? By whom?
Did anyone block? Who helped push for decisions?
Was there an attempt to summarize or pull together ideas?

Decision Making

Productivity

Were a lot of ideas suggested before the group began to reach a decision?
Did everyone agree to the decisions made?
Who helped influence the decisions of others?
What issues did the group seem to resolve? To not resolve?

Communication

Communication

Did people feel free to talk? Was there any interrupting?
Did people really listen to others?
Was there clarification of the points made?
Whom did people look at when they talked? Did they single out others, scan the group or not look at anyone?

Sensitivity

Feelings

Were members sensitive to the needs and concerns of others?
What feelings did you see being expressed, either verbally or nonverbally?

PAPER 1: CHANGE DOES NOT HAVE TO BE HAPHAZARD[1]

No institution or organization is exempt from change. Today the student who returns to his/her alma mater ten years after graduation can expect to find changes, not only in personnel, but also in personnel policies and teaching practices. The executive returning to the firm where he/she once worked, the nurse going back to his/her old hospital, the social worker visiting his/her agency--all can expect to find sweeping changes.

It is fairly easy to identify changes in institutional patterns after they have occurred. It is more difficult to analyze changes while they are going on and still more difficult to predict changes or to influence significantly the direction and the tempo of changes already under way. Yet, more and more, those who have managerial functions in organizations must analyze and predict impending changes and take deliberate action to share change according to some criteria of progress. The planning of change has become part of the responsibility of management in all contemporary institutions, whether the task of the institution is defined in terms of health, education, social welfare, industrial production or religious indoctrination.

Whatever other equipment managers require in analyzing potentialities for change and in planning and directing change in institutional settings, they need some conceptual schema for thinking about change. This need stems from the profusion and variety of behaviors that accompany any process of change.

One useful model for thinking about change has been proposed by Kurt Lewin, who saw behavior in an institutional setting, not as a static habit or pattern, but as a dynamic balance of forces working in opposite directions within the social-psychological space of the institution.[2]

Take, for example, the production level of a work team in a factory. This level fluctuates within narrow limits above and below a certain number of units of production per day. Why does this pattern persist? Because, according to Lewin, the forces that tend to raise the level of production are equal to the forces that tend to depress it. Among the forces tending to raise the level of production might be: (a) the pressures of supervisors on the work team to produce more, (b) the desire of at least some team members to attract favorable attention from supervisors in order to get ahead individually and (c) the desire of team members to earn more under the incentive plan of the plant. Such forces Lewin called "driving forces." Among the forces tending to lower the level of production might be: (a) a group standard in the production team against "rate busting" or "eager beavering" by individual workers, (b) resistance of team members to accepting training and supervision from management and (c) feelings by workers that the product they are producing is not important. Granted the goal of increased productivitiy, these forces are "restraining forces." The balance between the two sets of forces, which defines the established level of production, Lewin called a "quasi-stationary equilibrium." We may diagram this equilibrium as follows:

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[1] From *Reading Books*, NTL-IABS Summer Laboratories, 1968.

[2] Benne, K., and Muntyan, B., *Human Relations in Curriculum Change*, Dryden Press, New York, 1951.

Restraining forces	a' ' '	b' ' '	c' ' '	. . . n ' '
Present level of production	———	———	———	———
Driving forces	' ' a'	' ' b'	' ' c'	' ' . . . n

According to Lewin, this type of thinking about patterns of institutionalized behaviors applies not only to levels of production in industry but also to such patterns as levels of discrimination in communities, atmosphere of democracy or autocracy in social agencies, supervisor-teacher-pupil relationships in school systems and formal or informal working relationships among levels of a hospital organization.

According to this way of looking at patterned behavior, change takes place when an imbalance occurs between the sum of the restraining forces and the sum of the driving forces. Such imbalance unfreezes the pattern; the level then changes until the opposing forces are again brought into equilibrium. An imbalance may occur through a change in the magnitude of any one force, through a change in the direction of a force or through the addition of a new force.

For examples of these ways of unfreezing a situation, let us look again at our original illustration. Suppose that the members of the work team join a new union, which sets out to get pay raises. In pressing for shifts in overall wage policy, the union increases the suspicion of workers toward the motives of all management, including supervisors. This change tends to increase the restraining force--let's say restraining force b'. As a result, the level of production moves down. As the level of production falls, supervisors increase their pressure toward greater production, and driving force a increases. This release of increased counterforce tends to bring the system into balance again at a level somewhere near the previous level. But the increase in magnitude of these opposed forces may also increase the tension under which people work. Under such conditions, even though the level of production does not go down very much, the situation becomes more psychologically explosive, less stable and less predictable.

A war that demands more and more of the product that the work team is producing may convert the workers' feeling that they are not producing anything important (restraining force c') to a feeling that their work is important and they they are not working hard enough. This response will occur only if the workers are committed to the war effort. As the direction of force c' is reversed, the level of production will almost certainly rise to bring the behavior pattern into a state of equilibrium at a higher level of productivity.

Suppose a new driving force is added in the form of a supervisor who wins the trust and the respect of the work team. The new force results in a desire on the part of the work team to make the well-liked supervisor look good--or at least to keep him/her from looking bad--in relation to his/her colleagues and superiors. This force may operate to offset a generally unfavorable attitude toward management.

These examples suggest that in change there is an unfreezing of the existing equilibrium, a movement toward a new equilibrium and a refreezing of the new equilibrium. Planned change must use situational forces to accomplish unfreezing, to influence the movement in generally desirable directions and to rearrange the situation, not only to avoid return to the old level, but also to stabilize the change or improvement.

This discussion suggests three major strategies for achieving change in any given pattern of behavior: (1) the driving forces may be increased, (2) the restraining forces may be decreased and (3) these two strategies may be combined. In general, if the first strategy only is adopted, the tension in the system is likely to increase. More tension means more instability and more unpredictability and the likelihood of irrational rather than rational responses to attempts to induce change.

It is well known that change in an organization is often followed by a reaction toward the old pattern, a reaction that sets in when pressure for change is relaxed. After a curriculum survey, one school system put into effect several recommendations for improvement suggested by the survey. The action was taken under pressure from the board and the superintendent, but when they relaxed their vigilance, the old pattern came back.

This experience raises the issue of how to maintain a desirable change. Backsliding takes place for various reasons. Those affected by the changes may not have participated in the planning enough to internalize the changes that those in authority are seeking to induce; when the pressure or authority is relaxed, there is no pressure on those affected to maintain the change. Or, a change in one part of the social system may not have been accompanied by enough correlative changes in overlapping parts and subsystems.

On the basis of this model of analysis, several principles of strategy for effecting instituional change may be formulated.

To change a subsystem or any part of a subsystem, relevant aspects of the environment must also be changed.

The manager of the central office of a large school system wants to increase the efficiency of the secretarial forces by placing private secretaries in a pool. It is the manager's hope that the new arrangement will bring about better utilization of secretarial time. In this situation at least two driving forces are obvious. Fewer secretaries can serve a larger number of subexecutives and a substantial saving can be expected in office space and equipment. Among the restraining forces are: each secretary's resistance to a surrender of his/her personal relationship with a status person, a relationship implicit in the role of private secretary; the possible loss of the prestige implicit in the one-to-one secretary-boss relationship; the prospective dehumanization, as the secretaries see it, of their task; and a probable increase in work load. Acceptance of this change in role and relationship would require accompanying changes in other parts of the subsystem. Furthermore, before the private secretaries could wholeheartedly accept the change, their bosses and the lower-status clerks and typists in the central office would have to accept the alteration in the secretarial role as one that did not necessarily imply an undesirable change in status. The secretaries' morale would surely be affected if secretaries in other parts of the school system--secretaries to principals in school buildings, for example--were not also assigned to a pool.

Thus planning changes in one part of a subsystem, in this case in the central office of the school system, eventually involves consideration of changes in overlapping parts of the system--the clerical force, the people accustomed to private secretaries and others. If these other changes are not effected, one can expect lowered morale, requests for transfers and even resignations. Attempts to change any subsystem in a larger system must be preceded or accompanied by diagnosis of other subsystems that will be affected by the change.

To change behavior on any one level of a hierarchical organization, it is necessary to achieve complementary and reinforcing changes in organization levels above and below that level.

Shortly after World War II, commanders in the United States Army decided to attempt to change the role of the sergeancy. The sergeant was not to be the traditionally tough, driving leader of men, but a supportive, counseling squad leader. The traditional view of the sergeant's role was held by enlisted men (below the rank of sergeant), as well as by second lieutenants (above the rank of sergeant).

Among the driving forces for change were the need to transform the prewar career army into a new peacetime military establishment composed largely of conscripts, the perceived need to reduce the gap between military life and civilian status and the desire to avoid any excesses in the new army that might cause the electorate to urge a return to the prewar volunteer military establishment.

Among the immediate restraining forces were the traditional authoritarian role of the sergeancy, forged by wartime needs and peacetime barracks service. This role was in harmony with the needs of a military establishment that by its very nature is based on the notion of a clearly defined chain of command. Implicit in such a hierarchy are orders, not persuasion and unquestioning obedience, not critical questioning of decisions. Also serving as a powerful restraining force was the need for social distance between ranks in order to restrict friendly interaction between levels.

When attempts were made to change the sergeant's role, it was discovered that the second lieutenant's role, at the next higher level, also had to be altered. The second lieutenant could no longer use the authority of the chain-of-command system in precisely the same way. Just as the sergeant could no longer operate on the principle of unquestioning obedience to his orders, so the second lieutenant could no longer depend on the sergeant to pass orders downward without question. It was soon seen that, if the changed role of the sergeant was to be stabilized, the second lieutenant's role would have to be revised.

The role of the enlisted man also had to be altered significantly. Inculcated with the habit of responding unquestioningly to the commands of superiors, especially the sergeant, the enlisted man found the new permissiveness somewhat disturbing. On the one hand, the enlisted man welcomed being treated more like a civilian and less like a soldier. On the other hand, he felt a need for an authoritative spokesman who represented the army unequivocally. The two needs created considerable conflict. An interesting side effect, which illustrates the need of the enlisted men for an authoritative spokesman for the army, was the development of greater authority in the rank of corporal, the rank between private and sergeant.

To recapitulate briefly, the attempts to change the role of the sergeancy led unavoidably to alterations in the roles of lieutenant, private and corporal. Intelligent planning of change in the sergeancy would have required simultaneous planning for changes at the other levels.

The place to begin change is wherever stress and strain exist. Stress may give rise to dissatisfaction with the status quo and thus become a motivating factor for change in the system.

One school principal used the dissatisfaction expressed by teachers over noise in the corridors during passing periods to secure agreement to extra assignments to hall duty. But until the teachers felt this dissatisfaction, the principal could not secure their wholehearted agreement to the assignments.

Likewise, hospitals have recently witnessed a significant shift of functions from nurses to nurse's aides. A shortage of nurses and consequent overwork led the nurses to demand more assistance. For precisely the same reasons, teachers in Michigan schools were induced to experiment with teacher's aides.

The need for teachers to use the passing period as a rest period, the desire of nurses to keep exclusive control over their professional relationships with patients and the resistance of teachers to sharing teaching functions with lay people all gave way to dissatisfaction with the status quo. The dissatisfaction became a driving force sufficiently strong to overcome restraining forces. Of course, restraining forces do not disappear in a changed situation. They are still at work and will need to be handled as the changed arrangements stabilize.

In diagnosing the possibility of change in a given institution, it is always necessary to assess the degree of stress and strain at points where change is sought. One should ordinarily avoid beginning change at the point of greatest stress.

Status relationships had become a major concern of staff members in a certain community agency. Because of lower morale among the professional staff, the lay board decided to revamp lay-professional relationships. The observable form of behavior that led to the action of the board was the striving for recognition from the lay policy-making body by individual staff members. After a management survey, the channels of communication between the lay board and the professional staff were limited to communication between the staff head and the members of the lay board. The entire staff, except the chief executive, perceived this step as a personal rejection by the lay board and as a significant lowering of the status of staff members. The result was even lower morale. Because of faulty diagnosis, the change created more problems than it solved.

The problem of status-striving and its adulteration of lay-professional relationships could have been approached more wisely. Definition of roles--lay and professional--could have been undertaken jointly by the executive and the staff in an effort to develop a more commonly shared perception of the situation and a higher professional esprit de corps. Lack of effective recognition symbols within the staff itself might have been dealt with first and the touchy prestige symbol of staff communication with the lay board could have been put aside for the time being.

If thoroughgoing changes in a hierarchical structure are desirable or necessary, change should ordinarily start with the policy-making body.

Desegregration has been facilitated in school systems in which the school board first agreed to change. The boards' statements of policy supporting desegregation and their refusal to panic at the opposition have been crucial factors in the change being accepted throughout the school systems and eventually throughout the communities. In localities where boards of education have not publicly agreed to the change, administrators' efforts to desegregate have been overcautious and halfhearted, and the slightest sign of opposition in the institution or the community has led to a strengthening rather than a weakening of resistance to desegregation. Sanction by the ruling body lends legitimacy to any institutional change, although "illegitimate" resistance must still be faced and dealt with.

Both the formal and the informal organization of an institution must be considered in planning any process of change.

Besides a formal structure, every social system has a network of cliques and informal groupings. These informal groupings often exert such strong restraining influences on institutional changes initiated by formal authority that, unless their power can be harnessed in support of a change, no enduring change is likely to occur. The informal groupings in a factory often have a strong influence on the members' rate of work, a stronger influence than the pressure by the supervisor. Any worker who violates the production norms established by his/her peer group invites ostracism, a consequence few workers dare to face. Schools, too, have their informal groupings, membership in which is often more important to teachers than the approval of their supervisors. To involve these informal groups in the planning of changes requires ingenuity, sensitivity and flexibility on the part of administrators.

The effectiveness of a planned change is often directly related to the degree to which members at all levels of an institutional hierarchy take part in the fact-finding, the diagnosis of needed changes, and the formulation and reality-testing of goals and programs of change.

Once the workers in an institution have agreed to share in investigating their work problems and their relationship problems, a most significant state in overcoming restraining forces has been reached. This agreement should be followed by shared fact-finding by the group, usually with technical assistance from resources outside the particular social system. Participation by those affected by the change in fact-finding and interpretation increase the likelihood that new insights will be formed and that goals of change will be accepted. More accurate diagnosis results if the people to be changed are trained in fact-finding and fact-interpreting methods as part of the process of planning.

This article has been written from the standpoint that change in an institution or organization can be planned. Is this a reasonable view? Can change be deliberately planned in organizations and institutions as complex as school systems, hospitals and armies? Do not many determinants of change operate without the awareness or knowledge of those involved?

Most people are unaware of many factors that trigger processes of change in the situations in which they work. And most people are unaware of many of the factors that influence the direction of change. Many factors, even when known, cannot be controlled by the people in an organization. Some forces that influence change in an organization stem from the wider society. For instance, new knowledge, new social requirements and new public demands may force the management of a school system to alter the content and methods of its instructional program. Some factors cannot be fully known in advance. Even when they are anticipated, the school may not be able to fully control them.

Some driving and restraining forces stem from the personalities of the leaders and the members of the organization. Some of these factors are unknown to the persons themselves and to those around them. Some personality factors, even when they are known, cannot be altered or reshaped, except perhaps by therapeutic processes beyond the resources of the personnel involved.

All these statements are true. And yet members and leaders of organizations, especially those whose positions call for planning and directing change, cannot evade responsibility for attempting to extend their awareness and knowledge of what determines change. Nor can they evade responsibility for involving others in planning change. All concerned must learn to adjust to factors that cannot be altered or controlled. They must learn to adapt and alter those factors that can be altered. As long as the dynamic forces of science, technology and intercultural mixing are at work in the world, change in organizations is unavoidable. Freedom, in the sense of an extension of uncoerced and effective human choice, depends on the extension of human power to bring processes of change, now often chaotic and unconsidered, under more planned and rational control.[1]

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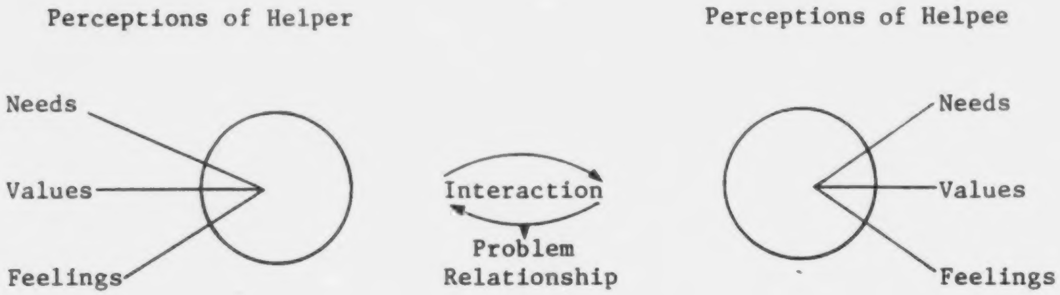
[1] Lippitt, R., Watson, J., and Westley, B., *The Dynamics of Planned Change*, Harcourt, Brace and Co., New York, 1958.

PAPER 2: THE HELPING RELATIONSHIP AND FEEDBACK[1]

Different names are used to designate the helping process, such as counseling, teaching, guiding, training, educating, etc. They have in common that the helper is trying to influence (and therefore change) the helpee. The expectation is that the direction of change in the receiver of help will be constructive and useful to him/her (i.e., it will clarify perception of the problem, bolster self-confidence, modify behavior or lead to new skills, etc.).

One way to look at the helping situation is to sketch it in the following manner:



The helping situation is dynamic, i.e., it is characterized by interaction that is both verbal and nonverbal and by relationships. The helper has needs (biological and psychological), feelings and a set of values. The helpee has needs (biological and psychological), feelings and a set of values. Both helper and helpee are trying to satisfy needs. The helper has perceptions of himself/herself, of the helpee, of the problem and of the entire situation (expectancies, roles, standards, etc.). The helpee has perceptions of himself/herself, of the helper, of the problems and of the entire situation (expectancies, roles, standards, etc.). The interaction has as its focus some need or problem that may be external to the two individuals, interwoven with the relationship of the two individuals or rooted in the relationship between the two individuals. Regardless of where the focus is, the relationship between the two individuals is an important element in the helping situation as soon as interaction begins. The needs, values, feelings and perceptions of the helpee cause him/her to have certain objectives for the interaction. The needs, values, feelings and perceptions of the helper cause him/her to have certain objectives for the interaction. Both helper and helpee have power (influence) in the helping situation. However, except for surface conformity or breaking off of the interaction, it is the helpee who controls whether change takes place.

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[1] From *Summer Reading Book*, NTL Institute for Applied Behavioral Science, 1968.

It is not easy to give help to another individual in such a way that he/she will be able to do a better job of handling his/her situation. Nor is it easy to receive help from another person that will enable you to more adequately deal with your problems. If you really listen and reflect upon the situations in which you are either the helper or the helpee, you will be impressed with the magnitude and range of the problems involved and will realize that you can keep on learning as long as you live.

Let us reflect on some of the factors that make it difficult to receive help:

1. Sometimes it is hard to really admit your difficulties, even to yourself. It may be even harder to admit them to someone else. You may have concerns about whether you can really trust your helper, particularly if your status might be affected. You may be afraid of what the other person thinks of you.
2. You may have struggled so hard to make yourself independent that the thought of depending on another individual seems to violate something within you. If you have spent your whole life looking for someone to depend upon, you may try to repeat this pattern in your relationship with your helper.
3. You may be looking for sympathy and support rather than help. You yourself may have to change. When the helper tries to point out some of the ways you are contributing to the problem, you may stop listening. Solving a problem may mean uncovering some of the aspects of yourself that you have avoided or wished to avoid thinking about.
4. You may feel your problem is so unique that no one could ever understand it.

Let us reflect on some of the factors that make it difficult to give help:

1. Most people like to give advice. Doing so suggests that you are competent and important. You can easily get caught in a telling role without testing whether your advice is appropriate to the abilities, fears and powers of the helpee.
2. If the helpee becomes defensive, you may try to argue or pressure him/her. If he/she resists you, you may react by applying even more pressure. This is typical in an argument.
3. You may confuse the relationship by only responding to one aspect of what you see in the other's problem, by overpraising or by not realizing that the helpee must see his/her own role and his/her own limitations.

To be fruitful, the helping situation should have the characteristics listed below.

1. Mutual trust
2. Recognition that the helping situation is a joint exploration
3. Listening, with the helper listening more than the helpee
4. Behavior by the helper that facilitates the helpee's talking

Because we are human, the potential for all the strengths, follies and wisdom known to humanity exists at some level within us. Human beings become more capable of dealing with their problems as successful experiences give them a greater sense of adequacy.

Feedback is a way of helping another person consider changing his/her behavior. It is communication that gives a person information about how he/she affects others. As in a guided missile system, feedback helps individuals keep their behavior "on target." Some criteria for useful feedback are listed below.

1. It is descriptive rather than evaluative. Because it describes a personal reaction, feedback leaves the listener free to use it or not use it as he/she sees fit. By avoiding evaluative language, it reduces the need for the listener to react defensively.
2. It is specific rather than general. Being told that you are dominating will probably not be as useful to you as being told, "Just now when we were deciding the issue, you did not appear to listen to what others said and I felt forced to accept your arguments or face attack from you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the receiver.
4. It is directed toward behavior the receiver can do something about. Frustration is only increased when a person is reminded of a shortcoming over which he/she has no control.
5. It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing him/her can answer.
6. It is well timed. In general, feedback is most useful when given immediately after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. It is checked to insure clear communication. One way of checking feedback is to have the receiver try to rephrase the feedback to see if it corresponds to what the giver had in mind.

8. When feedback is given in a training group, both giver and receiver have an opportunity to check with others in the group about the accuracy of the feedback. Is this one person's impression or an impression shared by many?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his/her behavior matches his/her intentions. It is a means for establishing one's identity, for answering the question, "Who am I?"

PAPER 3: IS HELP HELPFUL?[1]

by Jack R. Gibb, Consulting Psychologist,
Newark, Delaware

People in service professions often see themselves as primarily engaged in helping others. Helping becomes both a personal style of life and a core activity that gives their lives meaning and purpose. Youth workers, camp directors, counselors, consultants, therapists, teachers, lawyers --all are helpers.

Helping is a central social process. Den mothers, committee chairpersons, parents, personal friends, board members, dance sponsors--all are helpers.

Help, however, is not always helpful. Recipients of proffered help may not see it as useful. The offering may not lead to greater satisfaction or to better performance. Even less often does the helping process meet a more rigorous criterion--that it lead to continued growth on the part of the participants.

To begin with, people have varied motives for offering help. They may wish to improve the performance of a subordinate, reduce their own guilt, obtain gratitude, make someone happy or give meaning to their own lives. They may wish to demonstrate their superior skill or knowledge, induce indebtedness, control others, establish dependency, punish others or simply meet a job prescription. These conscious or partially conscious motives are so intermingled in any act of help that it is impossible for either the helper or the helpee to sort them out.

Depending upon their own needs and the way they see the motives of their helpers, helpees have varied reactions. They may feel gratitude, indebtedness, resentment or admiration. They may feel helpless and dependent, or jealous of their helpers' strength or resources. They may feel pressured to conform to the perceived demands or beliefs of their helpers.

We have all noticed that in certain cases recipients of help become more helpless and less able to make their own decisions or to initiate action, less self-sufficient, more apathetic and passive, less willing to take risks, more concerned about propriety and conformity, and less creative and venturesome. We have also seen instances, after the help, of recipients becoming more creative, less dependent upon helpers, more willing to make risky decisions, more highly motivated to tackle tough problems, less concerned about conformity and more effective at working independently or interdependently. Help may or may not lead to personal growth and organizational health.

Under certain conditions both helpers and helpees grow and develop. In general, people tend to grow when there is reciprocal dependence, interdependence, joint determination of goals, real communication in depth and reciprocal trust. To the degree that these conditions are absent, people fail to grow.

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[1] Reprinted by permission from *Forum* (published by the Association of Secretaries of the YMCA), February 1964.

From the standpoint of the organization, help must meet two criteria: the job or program must be done more effectively, and the individual members must grow and develop. These two criteria tend to merge. The program and the organization are effective only as the participants grow. The same conditions that lead to organizational health lead to personal growth. The following table presents a theory of the helping relationship. Seven parallel sets of orientations are presented. One set of conditions maximizes help and a parallel set of conditions minimizes help.

Orientations That Help	Orientations That Hinder
1. Reciprocal trust (confidence, warmth, acceptance)	1. Distrust (fear, punitiveness, defensiveness)
2. Cooperative learning (inquiry, exploration, quest)	2. Teaching (training, advice giving, indoctrinating)
3. Mutual growth (becoming, actualizing, fulfilling)	3. Evaluating (fixing, correcting, providing remedies)
4. Reciprocal openness (spontaneity, candor, honesty)	4. Strategizing (planning, maneuvering, gamesmanship)
5. Shared problem solving (defining, producing alternatives, testing)	5. Modeling (demonstrating, information giving, guiding)
6. Autonomy (freedom, interdependence, equality)	6. Coaching (molding, steering, controlling)
7. Experimentation (play, innovation, provisional efforts)	7. Patterning (making standard or static)

Reciprocal trust. People accept help from those they trust. In relationships characterized by acceptance and trust, offers of help are appreciated, listened to, seen as potentially helpful and acted upon. Helpees accept help from those whose perceived motives are congenial. Helpees tend to reject offers from people who are perceived as controlling, punishing, correcting or motivated by a desire for power. Help is most helpful when it is given in an atmosphere of confidence, warmth and acceptance. When helpees feel that their worth as people is valued, they are able to place themselves in psychological readiness to receive aid.

Distrust. When people fear and distrust each other, even well-intended help is resisted, resented or seen as unhelpful. Offers of help are sometimes prompted by motivations that are unacceptable to helpees. That is, people offer help in order to place others in a dependent position, elicit expressions of gratitude, assert superiority or punish. When distrustful, helpees are likely to project their distrust onto their helpers and to resist or resent the help.

People often give help to camouflage or assuage their desire to change others--to change their character, habits or misconceptions. The desire to change another person is essentially hostile. At a deep level, people who genuinely accept others do not wish to change them. People who are accepted are allowed to be, to determine their own goals and to follow their own pace. People who genuinely wish to help offer help that will be welcomed. Genuine help is not foisted upon others. Neither punisher nor child really believes that punishment is given "for the good of the child."

Punishment or censure may be given with a conscious desire to help, but it is usually accompanied by a desire to retaliate, hurt, control or assert superiority. Helpers often speak of their actions as "helpful" in order to rationalize to themselves and to others actions done for ulterior motives.

Cooperative learning. People are helpful to each other when they are engaged in a cooperative quest for learning. The learning atmosphere is one of joint inquiry and exploration. Needs for help and impulses to give help arise out of the demands of the common cooperative task. Help is thus reciprocal. The helper and helpee roles are interchangeable. Both participants have the intent to learn and feel they can learn from their partners and from the common task. Bosses and subordinates, teachers and students, professional workers and youths--all are most helpful when each member of the pair sees the relationship as a quest with potential learning for each. An effective project team is guided by the task and not by the teacher. It is motivated by a shared potential for learning.

Teaching. When members of a project set out to teach, train, advise, persuade or indoctrinate other members or are seen as wanting to do so, the learning of each member is reduced. People cannot be taught. People must learn. People cannot be trained. They grow and develop. The most deeply helpful relationships are ones of common inquiry and quest, relationships between co-learners and co-managers in which each is equally dependent and accepting of the other and the situation.

Mutual growth. The most permanent and significant help occurs in relationships in which both members are continually growing, becoming and seeking fulfillment. Both members participate in a mutual assessment of progress, accept this reality of growth and participate in a way that will maximize each other's growth. In a fundamental sense, one can only help oneself. Helpers can only engage with others in an effort to create a climate in which growth can occur.

Evaluating. Growth is often hindered when members of the helping team set out to appraise or remedy the defects in others. Help is most effective when it is seen as a force moving toward growth rather than as an effort to remove gaps, remedy defects or bring others up to a specific standard. People's growth limits are extremely difficult to foresee and assess. Potentials for growth are consistently underestimated by both helpers and helpees.

Reciprocal openness. One of the essential conditions for effective human learning is an opportunity for feedback or knowledge of progress. Feedback is essential in acquiring skills, knowledge and attitudes. Professional help is blocked most often by a failure to obtain adequate data on people's feelings and perceptions. In order to do effective work, people must know how others feel and how they see things. In the usual situations in which professional helpers find themselves, there are many pressures which camouflage or distort the relevant data necessary for efficient work and best learning. Many factors reduce the availability of the relevant data: differential status, differential perceived power, and fear of hurting or being hurt.

Strategizing. When some part of the helping process is unavailable to all participants, people are likely to become anxious, resentful or resistant. Participants in the helping process cannot use others for their own needs. The helping process is most effective when people plan with others, not for others. People are not helped when they are maneuvered into action they don't understand. Gamesmanship and gimmicks are antithetical to the helping process.

Shared problem solving. Productive helping relationships focus on the problem to be solved. Problem solving involves a joint determination of the problem, continual redefinition of the problem as successive insights are gained, joint focus upon possible alternative solutions, joint exploration of the data and continual reality testing of alternatives. The expertise and resources of all participants are shared. The behavioral aspects for which help are given are seen as shared problems rather than as defects to be remedied by consultant-helpers.

Modeling. A common perception of the helping relationship is that helpers offer models for others to follow. The experts give demonstrations of how others may solve their problems. The problems are defined by the experts. Diagnosis is made by the experts. The experts are challenged to offer additional solutions or even to test solutions. The process is unidirectional. The limitations of modeling are many. Dependency is increased and helpees seldom surpass the prescribed models. Helpees try to conform to the image of their supervisors. Growth is limited.

Autonomy. The ideal relationship for helping is an interdependent one in which people see each other as both helpers and helpees. It is essential that all participants preserve their freedom and maintain their autonomous responsibility for guiding themselves toward their own learnings, growth and problem solving. Helpers must work themselves out of the helping job. Supervisors, youth workers and counselors must become less and less necessary to the people being helped. Psychological weaning, however painful to both helpers and helpees, must continue if help is to be truly helpful.

Coaching. Coaches mold, steer and control the behavior of others, much as a tennis coach molds the behavior of his/her team. This is another unidirectional process. Coaches are assumed to have special diagnostic and observational powers which they apply in a skilled way to the behavior of others, who put themselves into the coaches hands. Helpees are encouraged to maintain respectful dependency upon their coaches, to not challenge their authority or expertise, to put implicit trust in their abilities and powers and to receive motivational or inspirational guidance. Coaches and pupils both suffer under this pattern. Both may gain in skill, but neither grows as a person.

Experimentation. Tentativeness and innovative experimentation are characteristic of the most productive helping relationships. There is a sense of play, excitement and fun in the common exploratory quest for new solutions to continually changing problems. The helping process is viewed as a series of provisional trials. All participants join in the game and add to the general excitement. Errors can be made and are perhaps expected. Help is a search. Finding creative solutions to newly defined problems is a game full of zest, with intrinsic drives that keep the game going.

Patterning. Help is limited when the process is seen as an attempt by certain people to help others meet a prescribed standard or reach a goal specified in advance. Helping is a creative synthesis of growth and a continual search for new forms.

Help is not always helpful, but it can be. Both helpers and helpees can grow and learn when help is given in a relationship of trust, joint inquiry, openness and interdependence. Growth-centered helping processes lead to healthy groups and effective organizations.

PAPER 4: DEFENSIVE COMMUNICATION[1]

By Jack R. Gibb, Consulting Psychologist,
Newark, Delaware

One way to understand communication is to view it as a people process rather than as a language process. If people are to make fundamental improvements in communication, they must make changes in interpersonal relationships. One possible type of alteration--and the one with which this paper is concerned--is that of reducing the degree of defensiveness.

Defensive behavior is defined as that behavior which occurs when individuals perceive a threat or anticipate a threat in the group. People who behave defensively, even though they also give some attention to the common task, devote an appreciable portion of their energy to defending themselves. Besides talking about the topic, they think about how they appear to others; how they may be seen more favorably; how they may win, dominate, impress or escape punishment; and how they may avoid or mitigate a perceived or anticipated attack.

Such inner feelings and outward actions tend to create similarly defensive postures in others; if unchecked, the ensuing circular response becomes increasingly destructive. Defensive behavior, in short, engenders defensive listening, which in turn produces postural, facial and verbal cues that raise the defense level of the original communicator.

Defense arousal prevents listeners from concentrating upon the message. A defensive speaker sends off multiple value, motive and affect cues, and defensive listeners distort what they receive. As people become more and more defensive, they become less and less able to perceive accurately the motives, the values and emotions of the speaker. My analysis of tape recorded discussions has revealed that increases in defensive behavior are correlated positively with losses in efficiency in communication.[2] Specifically, distortions become greater when defensive states exist in groups.

Moreover, the converse is true. The more supportive the climate, the less listeners read into the communication distorted loadings which arise from projections of their own anxieties, motives and concerns. As defenses are reduced, listeners become better able to concentrate upon the structure, content and cognitive meanings of the message.

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[1] Reprinted by permission from *The Jorunal of Communication*, 11:141-148, September 1961.

[2] Gibb, J. R., "Defense Level and Influence Potential in Small Groups," in Petrullo, L., and Bass, B. M., Editors, *Leadership and Interpersonal Behavior*, Holt, Rinehart and Winston, New York, 1961, pp. 66-81.

In working over an eight-year period with recordings of discussions occurring in varied settings, I have developed the six pairs of defensive and supportive categories presented below. Behaviors that listeners perceive as possessing any of the characteristics listed in the left-hand column arouse defensiveness, whereas those which they interpret as having any of the qualities listed in the right-hand column reduce defensive feelings. The degree to which these reactions occur depends upon personal levels of defensiveness and upon the general climate in the group.[1]

Defensive Climates	Supportive Climates
1. Evaluation	1. Description
2. Control	2. Problem Orientation
3. Strategy	3. Spontaneity
4. Neutrality	4. Empathy
5. Superiority	5. Equality
6. Certainty	6. Provisionalism

Speech or other behaviors that appear evaluative increase defensiveness. If by expression, manner of speech, tone of voice or verbal content a speaker seems to be evaluating or judging those listening, the listeners will react defensively. Of course, other factors may inhibit the reaction. If listeners think a speaker regards them as equals and is being open and spontaneous, the evaluative nature of a message might be neutralized or perhaps not even perceived. This principle applies equally to the other five categories of potentially defense-producing climates. The six sets are interactive.

Because our attitudes toward others are frequently, and often necessarily, evaluative, expressions which defensive people will regard as nonjudgmental are hard to frame. Even the simplest questions usually convey the answers the speaker wishes or imply the response that would fit into his/her value system. A mother, for example, immediately after an earth tremor shook the house sought her small son, calling, "Bobby, where are you?" His timid and plaintive "Mommy, I didn't do it," indicated Bobby's chronic mild defensiveness, which predisposed him to react with a projection of his own guilt and an assumption of accusation by his mother.

People who have attempted to train professionals to use information-seeking speech with neutral affect can appreciate how difficult it is to teach a person to ask even simple "Who did that?" questions without being seen as accusing. Speech is so frequently judgmental that there is a reality base for the defensive interpretations which are so common.

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[1] Gibb, J. R., "Sociopsychological Processes of Group Instruction," in Henry, N. B., Editor, *The Dynamics of Instructional Groups*, Fifty-ninth Yearbook, Part II, National Society for the Study of Education, 1960, pp. 115-135.

Insecure group members are particularly likely to place blame, to put others into categories of good or bad, to make moral judgments about colleagues and to question the value motives and affect loadings of speeches they hear. Since value loadings imply a judgment of others, a belief that the standards of the speaker differ from their own causes the listeners to become defensive.

Descriptive speech, unlike evaluative speech, tends to arouse a minimum of unease. Speech actions that listeners perceive as genuine requests for information or as material with neutral loadings are descriptive. Specifically, presentations of feelings, events, perceptions or processes which do not ask listeners to change their behavior or attitudes are minimally defense-producing. The difficulty in avoiding overtones is illustrated by the problems news reporters have in writing stories about unions, communists, blacks and religious activities without tipping off the editorial policy of the newspaper. You can often tell from the opening words in a news article which side the newspaper's editorial policy favors.

Speech used to control listeners evokes resistance. In most social intercourse, someone tries to do something to someone else (to change an attitude, influence behavior or restrict the field of activity). The degree to which attempts to control produce defensiveness depends upon the openness of the effort because a suspicion that hidden motives exist heightens resistance. Consequently, attempts by nondirective therapists and progressive educators to refrain from imposing a set of values, a point of view or a problem solution upon listeners meet with many barriers. Since the norm is control, noncontrollers must foster the perception that their efforts have no hidden motives. A bombardment of persuasive messages in politics, education, special causes, advertising, religion, medicine, industrial relations and guidance counseling has bred cynical and paranoid responses in listeners.

Implicit in all attempts to alter people is the assumption by the change agent that the people to be altered are inadequate. That the speaker secretly views the listener as ignorant, unable to make his/her own decisions, uninformed, immature or unwise is a subconscious perception which gives the listener a valid base for defensive reactions.

Methods of control are many and varied. Legalistic insistence on detail, restrictive regulations, conformity norms and laws are among the methods often used. Gestures, facial expressions and other forms of nonverbal communication are means people use to impose their will upon others and hence these are potential sources of resistance.

Problem orientation, on the other hand, is the antithesis of persuasion. When the speaker communicates a desire to collaborate in defining a mutual problem and in seeking its solution, he/she tends to create the same problem orientation in the listeners. The speaker implies that he/she has no predetermined solution, attitude or method to impose. Such behavior is permissive in that it allows listeners to set their own goals, make their own decisions and evaluate their own progress. The exact methods of attaining permissiveness are not known, but they must involve a constellation of cues and they certainly go beyond mere verbal assurances that the speaker has no hidden desire to exercise control.

When the speaker is perceived as engaged in a stratagem involving ambiguous and multiple motives, listeners become defensive. No one wishes to be a guinea pig or to be the victim of a hidden motive. Concealed motives may appear larger than they really are if the degree of defensiveness in the listeners is great. The intense reactions of readers to material in the *Hidden Persuaders* indicates the prevalence of defensive reactions to multiple motives. Group members who are seen as playing a part feigning emotion, toying with colleagues, withholding information or having special information sources are especially resented. A participant once complained that another participant was "using a listening technique" on him.

A large part of adverse reactions in the so-called human relations training is a feeling against methods that are perceived as gimmicks and tricks to fool or "involve" people--to make people think they are making their own decisions or to make them feel that the speaker is genuinely interested in them. Particularly violent reactions occur when it appears that the speaker is trying to make a stratagem appear spontaneous. One participant spoke of a boss who incurred resentment by habitually using the gimmick of "spontaneously" looking at her watch and saying, "My gosh, look at the time. I must run to an appointment." The participant believed the boss would create less irritation by honestly asking to be excused.

Similarly, a deliberate assumption of guilelessness and natural simplicity is especially resented. Monitoring of the tapes of feedback and evaluation sessions in training groups has indicated the surprising extent to which members perceive the strategies of their colleagues. This perceptual clarity may be quite shocking to strategists who feel they have cleverly hidden the "gimmick."

An aversion to deceit may account for people's resistance to politicians who are suspected of behind-the-scenes planning to get votes; to psychologists whose listening apparently is motivated by more than the manifest or content-level interest in their patients' behavior; or to the sophisticated, smooth or clever person whose "oneupmanship" is marked by guile. In training groups role-flexible people are frequently resented because their behavior changes are seen as strategic maneuvers.

In contrast, behavior that appears spontaneous and free of deception reduces defensiveness. If the speaker is seen as having a clean id, as having noncomplicated motives, as being straightforward and honest and as behaving spontaneously, he/she is likely to arouse minimal defensiveness.

When neutrality in speech is seen as a lack of concern for their welfare, listeners become defensive. Group members usually want to be seen as valued persons and as objects of concern and affection. The clinical, detached "people are objects to be studied" attitude of many psychologist-trainers is resented by group members. Speech with low affect that communicates little warmth or caring is in such contrast to the affect-laden speech of social situations that it sometimes communicates rejection.

Communication that conveys empathy and respect for the worth of the listeners is particularly supportive and defense-reductive. Reassurance results when a message indicates that the speaker identifies himself/herself with the listeners' problems, shares their feelings and accepts their emotional reactions at face value. Abortive efforts to deny the legitimacy of the listeners' emotions by assuring them that they should not feel bad, should not feel rejected, though often meant to be supportive, may be interpreted by the listeners as a lack of acceptance. The combination of understanding and empathizing with the listeners' emotions, with no accompanying effort to change them, apparently is very supportive.

The importance of gestural cues in communicating empathy should be mentioned. Apparently spontaneous facial and bodily evidence of concern is often interpreted as especially valid evidence of deep acceptance.

When a speaker communicates to others that he/she feels superior in position, power, wealth, intellectual ability, physical characteristics or other ways, he/she arouses defensiveness. Whatever arouses feelings of inadequacy causes the listener to center upon the affect loading of the statement rather than upon its cognitive elements. Listeners then react by not hearing the message, by forgetting it, by competing with the speaker or by becoming jealous of him/her.

A speaker who is seen as feeling superior communicates that he/she is not willing to enter into a shared problem-solving relationship, that he/she probably does not desire feedback, that he/she does not require help or that he/she probably will try to reduce the power, status or worth of the listeners.

Many ways exist for creating the atmosphere in which the speaker feels equal to the listeners. Listener defenses are reduced when listeners think the speaker is willing to enter into participative planning, with mutual trust and respect. Differences in talent, ability, worth, appearance, status and power often exist, but the low-defense communicator seems to attach little importance to these distinctions.

The effects of dogmatism in producing defensiveness are well known. Those who seem to know the answers, to require no additional data and to regard themselves as teachers rather than co-workers tend to put others on guard. Moreover, in my experiment, listeners often perceived expressions of certainty as manifestations of inner feelings of inferiority. They saw dogmatic individuals as needing to be right and wanting to win arguments rather than solve problems. This kind of behavior often was associated with acts that others regarded as attempts to exercise control. Speakers who were "right" seemed to have low tolerance for members who were "wrong," that is, for those who did not agree with them.

One reduces the defensiveness of listeners by communicating that he/she is willing to experiment with his/her own behavior, attitudes and ideas. The speaker who appears to be taking provisional attitudes, to be investigating issues rather than taking sides on them, to be problem solving rather than debating and to be willing to experiment also communicates to the listeners that they may have some control over the shared quest.

If the speaker is genuinely searching for information and data, he/she does not resent help or company along the way.

Conclusion

The implications of these ideas for parents, teachers, managers, administrators and therapists are fairly obvious. Arousing defensiveness interfers with communication and thus makes it difficult (if not impossible) for the speaker to convey ideas clearly and to move effectively toward solution of problems.

PAPER 5: IMPROVING DECISION MAKING IN GROUPS

By Gordon L. Lippitt

One of the basic problems facing organization leaders is the need to improve decision making in the groups with which they work. Groups come together for a variety of reasons. In most instances, however, they are brought together to reach a decision or to solve a problem. Frequently groups are not effective decision-making instruments. Many a leader has felt frustrated in trying to achieve effective votes, unanimity or consensus with group members. Moreover, in some cases decisions should not be made by groups of people.

Let us look first at some of the conditions that make group decision making the most appropriate means to solve a problem:

1. *Groups should be used for decision making when they can contribute to the solution of the problem.* A group may be used effectively for decision making when the type of decision to be reached requires that various points of view and opinions be considered. This is especially true for complex problems that have no easy solution within the resources of a single individual.

   Similarly, inasmuch as people tend to carry out decisions in which they share, a decision might best be made by a group when the people comprising it are the ones on whom implementation depends.

   In addition, decisions should be reached by those people who are directly affected by them. If a club, committee or work unit is going to be affected by a decision, it is strategic and important that the leader of the group involve its members in the decision-making function. This does not mean, however, that there are not many instances when, due to the pressure of time, type of decision or deferred area of responsibility, an *individual* might most appropriately make the decision. In other words, there is a place for individual as well as group decision making in most organizational situations.

2. *Group decision making can be valuable if the group members have learned to work together effectively.* One of the major reasons for ineffective group decision making is that group members have not learned to work together effectively as a unit. If this is the case, the leader might want to spend some time on improving the efficiency of the work group before jumping to the step at which the final decision is made. A group does not spring into mature action just because its members happen to be in the same room at the same time. A group may need to deal with some of the emotional problems of its members' interpersonal relationships before it can reach decisions effectively. Group action is a complex thing. Decision making, at its best, depends on working relationships in which disagreement, creativity and shared responsibility can flourish. With such an atmosphere established, the group is ready to reach decisions effectively.

3. Group decision making is most appropriate for organizations in which shared leadership is practiced. A group of persons brought together in a decision-making situation will not function at maximum efficiency if its members are "yes" men for an administrator or leader.

   Group leaders who are interested in assuming responsibility for chairing the decision-making process and for developing the group so that leadership functions are shared can facilitate effective decision making.

   In addition, a group needs to maintain its working relationship by having members contribute to harmonizing, compromising and gate-keeping functions. A leader may, of course, perform all of these functions, but if he/she does, group members may lose their interest and involvement in the decision-making process. Conversely, without abdicating his/her own responsibilities, the leader can build a group atmosphere in which these functions are shared spontaneously by group members.

4. To reach group decisions, a group needs procedures appropriate to its particular problem and situation. We are all familiar with the use of parliamentary procedure in group situations. There have been a number of research studies showing that in many cases it is not the most appropriate tool for group action. In fact, in many settings it is only a way by which the leader can keep control of the group. In most of the situations in which group action is taken, there is need for parliamentary procedures.

   This is not to say, however, that in certain situations in which there is a legislative body, a need for historical record and a large decision-making body, *Robert's Rules of Order* are not the most appropriate. Too, there are some situations in which a group does not use parliamentary procedure but does make decisions by taking a vote or developing a procedure such as majority or two-thirds rule. However, such a creation of a minority group frequently poses problems later--unless, of course, group members show an unusual degree of maturity or the decision to be made is so inconsequential that no one really cares who wins.

   To get away from *Robert's Rules* or dependence upon vote taking, there has been a great deal of talk about trying to get unanimous group decisions. As laudable as this might be in group decision making, it is extremely difficult. Because people are so complex, it is extremely unlikely that unanimous decisions could be attained very frequently in group decision making. In many cases, it would take a great deal of time and an extraordinary amount of patience for a group to reach unanimity.

   It is my opinion that there is a difference between unanimous decision making and consensus decision making. In a consensus situation, members agree on the next step and those who are not in agreement with the decision reserve the right to have the tentative decision tested and evaluated later. In other words, certain group members agree that, on a "provisional try" basis, a particular alternative can be tried out if they can put in certain evaluative means for testing whether the feelings of the majority are the most appropriate. This is quite different from compromise. In a compromise situation, the decision is taken from two opposing points of view and becomes something quite different from either of them. In consensus decisions, individuals might be saying that they are not sure which is the best decision, that they realize the need for action and that they will build in some commitment to an action step that will be assessed later.

Factors That Facilitate Group Decision Making

In looking at factors that improve group decision making, one could make long lists of dimensions which affect all group situations. My list, however, will focus on some of the specific factors that are related to the decision-making phase of group action.

1. Clear definition of the problem. If the group is unable to understand the problem, the decision-making process is greatly impeded. In many cases, a problem is so general that a group is unable to come to grips with it. A problem should be defined clearly, the limits of the group responsibility should be set and clarification of issues relevant to the problem should be encouraged.

2. Clear understanding about who has responsibility for the decision. When a group is asked to assume responsibility for a decision, it should understand its freedom to act and the degree of its responsibility.

3. Effective communication for idea production. In group decision making, it is important to get ideas out in the open. Too often a group seizes on the first suggestion. This too-early acceptance of an idea frequently blocks effective decision making. In the suggestion-making phase of decision making, such methods as brainstorming and encouraging the group to not associate ideas with people are valuable.

4. Group size appropriate for decision making. If a group is too large for decision making, it should use subgroups to reach decisions.

5. Means for effective testing of alternatives. If a decision is to be made by a group, it should have some means of getting data about possible effects of the alternatives being considered. To ask a group to make decisions without adequate data is unfair and unproductive. A group might need to postpone making a decision until it can get further data to enable it to make the best decision.

6. Need for building in commitment to the decision. To achieve effective decision making, a group must realize that reaching the decision is only one step in a process: the implementation of the decision is also important. A group needs to build into its planning some responsibility and delegation of responsibility for carrying out the action implicit in the decision. Failure to pin down responsibility can render a decision ineffective and can necessitate further meetings which might result in frustration and apathy among group members.

7. Honest commitment of the leader to the group decision-making process. A leader should be interested in the process and not in a predetermined idea or personal opinion. This does not mean, however, that the leader (or any other status person) does not have the right to make a contribution. It just means that to present his/her idea too early in the process would be unwise. If group members feel the leader has his/her own solution, they will tend to react to it and not be as creative in suggesting new ideas.

8. Need for agreement on procedures and methods for decision making prior to deliberation on the issue. On issues which are controversial enough to cause a split in the group, decision making is difficult. It is valuable to have the group take some time at the beginning of the meeting to reach agreement on the methods and procedures it will use to reach its decision. If the group can agree on the criteria and standards to be used, it will have established the basis of agreement for decision making. The point between emergence of the problem and decision making is not the shortest distance between two points. It is extremely valuable for a group to take the time to prepare itself for effective decision making so that it does not have to make a hasty decision before it is ready.

Summary

Effective group decision making is possible. The use of the consensus is feasible, but not easy. Careful attention to the decision-making process, mature group membership and democratic leadership combine to contribute maximally to a group's ability to solve problems.

PAPER 6: THE EFFECTIVE PROBLEM-SOLVING GROUP

Members in an effective problem-solving group	
CREATE	
a shared course of	
ACTION	(they agree on who will take what action when)
by a	
SHARED EVALUATION	(they reach agreement on their goals, meaning of the facts, causes of the facts and predictions based on the facts)
and by a	
SHARED UNDERSTANDING	(they reach agreement on what the situation is, what the facts are and definitions of relevant words and concepts)
Consequently,	
MUTUAL TRUST	
is strengthened	(because each person is allowed to be self-directed through an error-correcting group process that insures continual feedback about results and because the techniques of paraphrasing, perception checking, behavior description, personal feeling description and survey are used)

PAPER 7: SELF-KNOWLEDGE QUESTIONNAIRE[1]

(Used in the Micro-Lab/Mass Cluster)[2]

1. When I enter a new group I feel ______________________________
2. When a group starts I ______________________________
3. When people first meet me they ______________________________
4. When I'm in a new group I feel most comfortable when ______________________________

5. When people remain silent I feel ______________________________
6. When someone does all the talking I ______________________________
7. I feel most productive when a leader ______________________________
8. I feel annoyed when a leader ______________________________

9. I feel withdrawn when ______________________________
10. In a group, I am most afraid of ______________________________
11. When someone feels hurt I ______________________________
12. I am hurt most easily when ______________________________

13. I feel loneliest in a group when ______________________________
14. Those who really know me think I am ______________________________
15. I trust those who ______________________________
16. I am saddest when ______________________________

17. I feel closest to others when ______________________________
18. People like me when I ______________________________
19. Love is ______________________________
20. I feel loved most when ______________________________

21. If I could do it all over again ______________________________
22. My greatest strength is ______________________________
23. I could be ______________________________
24. I am ______________________________

---

[1] Atkins, S., and Kutcher, A., Self-Knowledge Questionnaire, from "The Micro-Lab/Mass Cluster Technique: Demonstrating Laboratory Training for Large Groups," *Training News* (NTL Institute, Box 9155, Rosslyn Station, Arlington, Virginia 22209), 11(2):5-6, 1967.

[2] We also used this questionnaire at the first session of a regular T Group to accelerate openness. All the questions are read--one at a time --to the participants, who respond on paper. Then they part to discuss their responses. They are to decide how revealing or open they wish to be. Discussion lasts about 30 minutes to 45 minutes.

PAPER 8: GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

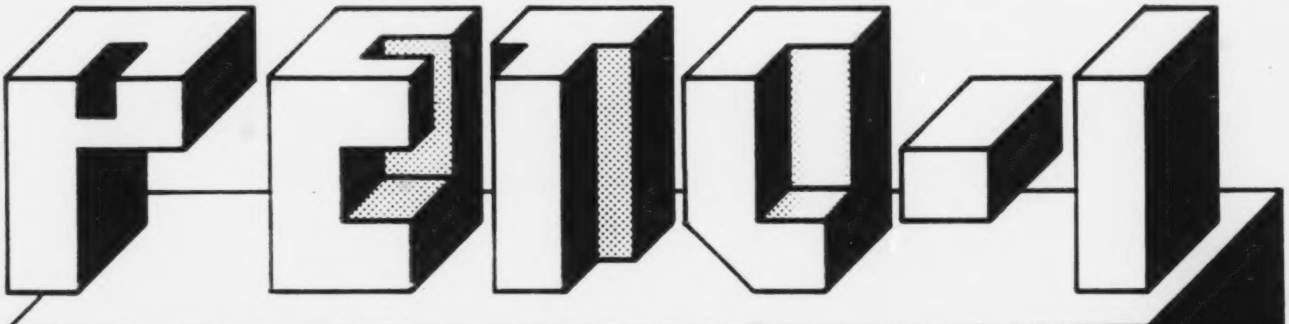
1. Read through the list and decide which items you are doing all right on, which ones you should do more often and which ones you should do less often. Mark each item in the appropriate place.
2. Some aspects of group interaction that are not listed may be more important to you than those listed. Write in such aspects on the blank lines.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Talking in the group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening alertly			
6. Thinking before I talk			
7. Keeping my remarks on the topic			
8. ______________________________			
Observation Skills			
1. Noting tension in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Sensing feelings of individuals			
5. Noting who is being "left out"			
6. Noting reactions to my comments			
7. Noting when group avoids a topic			
8. ______________________________			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas, opinions			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			
Morale-Building Skills			
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			
Emotional Expressiveness			
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

Ability to Face and Accept Emotional Situations	Doing all right	Need to do it more	Need to do it less
1. Being able to face conflict, anger			
2. Being able to face closeness, affection			
3. Being able to face disappointment			
4. Being able to stand silence			
5. Being able to stand tension			
6. ____________________			
Social Relationships			
1. Competing to outdo others			
2. Acting dominant towards others			
3. Trusting others			
4. Being helpful			
5. Being protective			
6. Calling attention to myself			
7. Being able to stand up for myself			
8. ____________________			
General			
1. Understanding why I do what I do (insight)			
2. Encouraging comments on my own behavior (feedback)			
3. Accepting help willingly			
4. Making my mind up firmly			
5. Criticizing myself			

General (continued)	Doing all right	Need to do it more	Need to do it less
6. Waiting patiently			
7. Going off by myself to read or think			
8. ______________________			



Preparing
Educational
Training
Consultants: Skills Training

Instructional Strategies and Papers for Group Process Skills

René F. Pino
Ruth P. Emory
Northwest Regional Educational Laboratory

PREPARING EDUCATIONAL TRAINING CONSULTANTS:
SKILLS TRAINING (PETC-I)

Instructional Strategies and Papers for Group Process Skills

René F. Pino
Ruth P. Emory

Northwest Regional Educational Laboratory
Lindsay Building, 710 S.W. Second Avenue
Portland, Oregon 97204

Saralie Bush Northam, Editor
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Northwest Regional Educational Laboratory, 710 S.W. Second Avenue,
Portland, Oregon 97204

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Ruth P. Emory

René F. Pino

INSTRUCTIONAL STRATEGY
SESSION 1: ORIENTATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 1	Paper 1	1. Present Paper 1: Agenda for Session 1. Review purposes and objectives.
20	2. Get acquainted	Name tags Pencils Pins	2. Distribute name tags and direct participants to write ten sentences beginning with "I...." that will enable others to know them better. Allow 10 minutes to write lists. Direct participants to attach the sentences to their name tags. Ask them to circulate to get acquainted. Ask them to try and make contact with all other group members. Allow 5-10 minutes.
45	3. Conceptualize "my world as an...educator, committee member, fireman, etc." (optional)	Art materials	3. Instruct participants to draw their world, placing themselves in the center of it. They should write or draw a symbol for everything in their world, such as assignments, activities, people. They should indicate by proximity to the center, those parts of their world that are most significant or valued. Ask them to place those that are less significant at a greater distance from the center. Suggest that they may use colors to indicate feelings if they wish. Allow approximately 10 minutes for participants to complete their individual pictures.

SESSION 1: ORIENTATION

Minutes	Steps	Materials	Directions
	3. (continued)		Ask participants to return to the total group to share and discuss their world. Encourage all to share. If trainer has depicted his world, he may begin the sharing, hopefully setting a climate for openness. (20-25 minutes)
30	4. Study and discuss what this training is all about	Paper 2 Chart	4. Distribute to each participant a package of exercises for the GPS workshop. Explain that this package contains the resource papers for the first six sessions of the workshop. Tell participants to bring this package with them for each meeting. Refer to Paper 2: Introduction to a Group Process Skills Workshop. Allow time for scanning.* Summarize key issues on charts. Emphasize the Do-Look-Learn approach used in this system. Review the schedule and point out the importance of ahering to it. Participants should recognize the need for accurate timing. Ask participants to form trios with persons they know least. Direct them to discuss Paper 2. Give a short

---

*NOTE: Be sure to read Paper 2 carefully. Its content differs significantly in the GPS materials from the Paper 1 you had in your skills training workshop.

Minutes	Steps	Materials	Directions
	4. (continued)		illustration of how to paraphrase and ask them to be prepared to paraphrase with the total group those major ideas presented in the paper. Bring the session to a conclusion by again summarizing, giving emphasis to the Do-Look-Learn approach.

AGENDA FOR SESSION 1: ORIENTATION

Paper 1
80 minutes

Purposes: To help participants become familiar with the overall objectives and requirements of the instructional system.

To enable participants to get acquainted with each other.

Objectives: Given Paper 2: *Introduction to a Group Process Skills Workshop*, participants will identify the major ideas and clarify them in small groups.

Given a set of instructions for getting acquainted in the group, participants will produce information about themselves and share with others.

Steps:

1. Introduction to Session 1
2. Get acquainted
3. Conceptualize "my world as an...educator, committee member, fireman, etc." (optional)
4. Study and discuss what this training is all about.

The materials you will be using in this workshop should help you become a more effective group member. They will emphasize process skills such as communication techniques, problem solving, decision making and goal identification.

As your group works through these materials under the guidance of a skills trainer, data will be gathered on the group's makeup and use of process skills. You will gather much of this data yourself and will learn how to analyze it. Meanwhile, the trainer will be using the data to help him diagnose skill needs and to select and sequence exercises specially designed to work with such needs.

The Group Process Skills (GPS) program has been developed to provide you with the opportunities to:

ASSESS a group in the back home situation to determine existing and potential problems

IDENTIFY those skills you, as an individual, will need to improve or influence those problems

INCREASE your experience with those skills by participating in exercises chosen by your trainer

IDENTIFY skills learned and how they relate to back home groups

The method used to help you learn these skills is called the Do-Look-Learn approach. Specifically, it can be described as follows:

DO: A situation is created in which the focus is doing. You engage in activities, given all or some of the following: a situation, a task, a document, some criteria, a confrontation.

LOOK: Look at yourself doing. You examine the activities, make judgments about what happened, apply evaluation criteria, reflect about why things happened as they did.

LEARN: Decide what you have learned to do differently. Learnings are absorbed by linking the activities to your own situation, by using theoretical inputs to understand the activity, by making decisions about how the insights gained can be adapted and modified for your own issues in the back home situation.

The "linking" aspect of this approach is especially important in helping individuals relate the skills learned in this workshop to the problems identified in their back home groups.

Preliminary research with this system has shown that frequent breaks and relatively long eating periods are necessary to counteract the intensive involvement during meeting sessions. They allow you an opportunity to exchange ideas, debrief experiences and informally discuss the frustration which may arise due to time requirements already imposed on activities within the system. Therefore, it is important to follow the schedule as closely as local time constraints allow.

Schedule of Workshop Sessions

Day 1	(8:00-12:00; 1-30-5:00)*
8:00- 8:15	Registration
8:15-10:00	Session 1: Orientation
10:00-10:15	Break
10:15-12:00	Session 2: Initiating Needs Assessment
12:00- 1:30	Lunch
1:30- 3:20	Session 3: Problem Identification
3:20- 3:30	Break
3:30- 5:00	Session 4: Force Field Analysis and Data Utilization
Day 2	(8:30-12:00; 1:30-5:00)
8:30-10:20	Session 5: Prioritizing Skills
10:20-10:30	Break
10:30-12:00	Session 6: Pooling Group Data
12:00- 1:30	Lunch
1:30- 5:00	Intermission between Sessions 6 and 7 (Analysis and Selection of Exercises by Skills Trainers)
Day 3	(8:30-12:00; 1:30-5:00)
8:30-10:00	Session 7: Skills Exercise

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*All times are approximate.

10:00-10:15	Break
10:15-12:00	Session 8: Skills Exercise
12:00- 1:30	Lunch
1:30- 3:00	Session 9: Skills Exercise
3:00- 3:15	Break
3:15- 5:00	Session 10: Skills Exercise
Day 4	(8:30-12:00; 1:30-5:00)
8:30-10:00	Session 11: Skills Exercise
10:00-10:15	Break
10:15-12:00	Session 12: Skills Exercise
12:00- 1:30	Lunch
1:30- 3:00	Session 13: Skills Exercise
3:00- 3:15	Break
3:15- 5:00	Session 14: Skills Exercise
Day 5	(8:30-12:00; 1:30-5:00)
8:30-10:00	Session 15: Skills Exercise
10:00-10:15	Break
10:15-12:00	Session 16: Skills Exercise
12:00- 1:30	Lunch
1:30- 3:20	Session 17: Integrating Learnings
3:20- 3:30	Break
3:30- 5:00	Session 18: Integrating Learnings

Below is an example of a schedule for a 27-hour GPS workshop when conducted on five consecutive days.

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Registration Session 1 Session 2	Session 5 Session 6	Session 7 Session 8	Session 11 Session 12	Session 15 Session 16
Afternoon	Session 3 Session 4	Intermission for Skills Trainers Preparation	Session 9 Session 10	Session 13 Session 14	Session 17 Session 18

INSTRUCTIONAL STRATEGY
SESSION 2: INITIATING NEEDS ASSESSMENT

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 2	Paper 3	1. Present Paper 3: Agenda for Session 2. Review purposes and objectives.
15	2. Introduction to concepts about groups	Paper 4	2. Direct attention to Paper 4: Dimensions Essential to Group Growth. Allow time for scanning.* Emphasize that these ideas will help participants to isolate ways of depicting their group back home as required in Step 3. Answer any questions and clarify any points the participants seem vague about.
40	3. Produce Four Views of My Group	Newsprint of four circles Paper 5	3. Refer to Paper 5: Four Views of My Group. Briefly illustrate how to fill in the profiles. Explain that choosing a "correct" back home group to analyze frequently causes participants some concern. Encourage them to limit the committee, task force, work group or team of their choice to one of manageable size, that is, approximately six to twelve people. Give emphasis in Circle 1 to the identification of a central problem in each participant's group which he wishes to improve by gaining skills in this workshop.

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*NOTE: Do not expect participants to be as familiar with the concepts of Paper 4 as you were at this point. It is unlikely that they have had either IPC or RUPS.

SESSION 2: INITIATING NEEDS ASSESSMENT

Minutes	Steps	Materials	Directions
	3. (continued)		Explain that time and effort spent in retrieving data from oneself in order to complete profiles will make the instruments useful in developing problem statements about each group. Announce that participants will share profiles in trios to clarify and expand the information they produce. Reinforce the note on page 20 about not completing the rating sheet for each profile until told to do so in Session 3.
30	4. Share four views in trios	Chart	4. Ask participants to group themselves in trios for sharing information, getting together with people they know least well. Use a previously prepared news-print diagram from the information below. Each person has 10 minutes to report. a. One person reports data from his four circles b. The other two people paraphrase and ask questions to help clarify Each person in the trio shares the way he sees his back home group: issues, kinds of interaction, influence, relationships, etc. He then receives help in clarifying his data from trio members.
5	5. Revise four views		5. Instruct participants to revise or rearrange their four circles using information gained from trio members.

AGENDA FOR SESSION 2:
INITIATING NEEDS ASSESSMENT

Paper 3
95 minutes

Purpose: To enable participants to describe and assess their own back home groups.

Objectives: Given instructions and guidelines for depicting their group, participants will be able to complete four views of their own groups for assessment of skill needs.

Given guidelines for trio participation, individuals will report four views of their back home groups to others, employ skills of paraphrasing, restating and clarifying data needed for accurate description of their own group.

Steps:

1. Introduction to Session 2
2. Introduction to concepts about groups
3. Produce Four Views of My Group
4. Share four views in trios
5. Revise four views

Here are dimensions along which groups typically develop and grow. Problems arise when there is lack of clarity about any of these dimensions. There are two kinds of results from how skillfully a group works out these dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. Or, there may be confusion and frustration where individuals readily leave the group.

For you to identify your own needs for skills training you need to determine what is problematic in your own group behavior for each of these dimensions. Making these determinations and gaining some skills to participate more creatively in your own group is the concern of this workshop.

Membership

Individuals identified as being part(s) of the group are said to have membership. At the level of the individual, membership applies to issues of a person's self-identity. It speaks to questions of:

1. Who am I?
2. What can I be?
3. What do I expect and desire of myself?

For the more complex levels of group behavior, it speaks to questions such as:

1. What does it mean to be a member of this group, organization, community or society?
2. Will I be accepted?
3. How will I be expected to act and respond?
4. What norms will prevail?
5. Will I be trusted?
6. Will I feel satisfied that I am needed and respected?
7. Will I feel adequate?
8. Will my personal motivations fit in with those of the group?
9. How much freedom will I have to express myself?

Problems arise from lack of clarity about membership questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understand what others are saying.
2. Share feelings and ideas spontaneously.
3. Listen to and try out others' ideas.
4. Ask for others' impressions and reactions.

5. Call attention to what is happening in the group.
6. Aid with identification and solution of a problem.
7. Call attention to group norms and help to evaluate norms.

Influence

The ways that influence happens among and between parts of the group needs to be considered.

1. Is influence recognized as a normal, necessary operating characteristic of the group?
2. What behaviors are acceptable and unacceptable as kinds of influence in the group?
3. Are members explicit about accepting certain kinds of influence as well as rejecting other kinds?
4. How much variance of individual styles of influence is tolerated?
5. Are different bases of influence accepted for different types of situations, e.g., expertise in one situation as compared to forcefulness of personal style in another?
6. Does the use of influence tend to free resources of individuals rather than block them?
7. What are the ways that leadership occurs?
8. Are there different leaders in different situations?
9. How much flexibility of influence and leadership is there relative to roles and status of different parts of the group?

Problems arise from lack of clarity about influence questions as well as conflict over what the answers to such questions should be.

Some individual skills that may reduce these problems are how to:

1. Listen carefully to understand what others have said.
2. Speak clearly, directly and to the point.
3. Share feelings and the need to influence the other.
4. Listen to others and be willing to try out their ideas.
5. Let others know what effect their influence is having on you.
6. Try out a variety of ways to relate to others and influence them.
7. Help others report how they feel when being influenced.
8. Explain group difficulties when the influence process is being blocked.

Feelings

Perhaps the most crucial contribution of psychology in the past few decades has been clarification of ways that feelings affect the operations of groups. They can affect any and all functions in facilitative and blocking ways. Feelings are tangible, measurable and enduring. Feelings not expressed as they occur are frequently expressed later in disguised, inappropriate and obstructive ways. Questions such as these are important.

1. What are acceptable and unacceptable ways of expressing different kinds of feelings in this group?
2. Are there any kinds of feelings for which there are no acceptable means of expression?
3. Do people trust each other?
4. What are the characteristic ways that less acceptable feelings show themselves and how obstructive are they?
5. How much variance in individual styles of expressing feelings is tolerated?
6. How spontaneous, open and direct are expressions of feelings?
7. Is the importance of the expression of feelings accepted?

Problems probably arise most frequently from lack of clarity about feelings. They also can stem from conflict over how feelings are expressed.

Some individual skills that may reduce these problems are how to:

1. Share feelings and ideas spontaneously.
2. Discuss own weaknesses and strengths with the group.
3. Elicit from others their honest feelings.
4. Report effect of the way others are reacting to own behavior.
5. Help the group express feelings and deal constructively with feeling content.
6. Accept expressions of feelings and encourage others to express their feelings in their own way.

Individual Differences

No two groups, at any level, are the same. The capabilities of their characteristics vary according to the unique growth history of each. The issue here is one of capitalizing on the variations of the subgroups that make up the larger group. Below are some important questions concerning individual differences.

1. Are there procedures for identifying the unique capabilities of individuals?
2. How much divergence of self-interest is tolerated?
3. Are there clear norms and procedures for negotiating basic differences of self-interest?
4. Are there norms for conformity which conflict with the valuing of growth based on the interaction of differences?
5. Do others know and/or attempt to discover one's full range of resources?

6. Do expectations of a role or group extend to stereotyping individuals in it?
7. Are parts of a group used flexibly in accordance with their unique functional capabilities as opposed to each part being limited to a usual set of tasks?

The greatest problems concerning individual differences relate to group norms which deny and reject these differences by failing to recognize them as a source of strength and growth. While individual needs tend to be a concern in education, a lack of understanding of the dynamics and implications of individual differences of resources leads to especially difficult problems. They culminate in prejudice and discrimination where there could be the greatest opportunities for exploration and evolution.

Some individual skills that may reduce these problems are how to:

1. Ask others for their impressions about own skills, resources and performance.
2. Report awareness of own resources and capabilities.
3. Try out new behaviors, ideas and resources.
4. Raise questions about the individual differences in the group, about self-interest and norms.
5. Explain what is happening in the group with references to differences in individuals' resources and skills.

Productivity

The concern here is for the ways that the group knows it is productive and for the quality of productivity it accomplishes rather than simply the quantity.

1. Is its productivity a creative synthesis of its unique needs and resources rather than the lowest common denominator of the capability of its subgroups?
2. Are its objectives stated operationally so that it can be measurably accountable for productiveness?
3. Are its procedures for production efficient--cost effective?
4. Are the products of the group congruent with its values and purpose?
5. Do these products contribute to desired social ends or to the maintenance of outmoded or objectionable ones as viewed by other groups?
6. How much energy is spent in arguing about the rightness or wrongness of ideas as compared to developing new ideas or combining ideas?
7. Do parts of the group experience a direct sense of satisfaction for their contribution to productivity?

The most observable kinds of problems concerning productivity involve low levels resulting from inefficient procedures and low sense of satisfaction in perceiving one's contribution. Less obvious, but perhaps especially important for education, is a lack of creative and motivating productivity versus the lowest common denominator of a tradition-bound system.

Some individual skills that may reduce these problems are how to:

1. Inquire about and explain why things happen as they do in the group.
2. Explain the difficulties the group has in getting a task accomplished.
3. Involve the group in stating goals, analyzing and diagnosing problems and producing a plan of action.
4. Evaluate and decide on the rightness and wrongness of certain ideas and plans.
5. Identify criteria for judging efficiency and effectiveness of the group achievement.

Roles

What parts, or persons, within the group are expected to carry out which functions and in what ways? While there are general expectations that apply to all members, it is the particular combination of commonly shared expectations about functions people will perform and how they will relate to each other in performing them that define different roles within the group. The following kinds of questions are important.

1. How clear am I about what others expect of my role?
2. Am I clear about what I believe others should expect of my role?
3. Are most others clear about what they expect of my role, or only some of them?
4. Are there differences among these expectations?
5. Are there other roles in the group about which there are differences or a lack of clarity?
6. Are the expectations of each role realistic?
7. Are there expectations that place roles in conflict with each other?
8. Are there roles missing as evidenced by functions needed by the group that no one is expected to fulfill?

Problems arise frequently from lack of role clarity and from conflicting expectations about a role. Another important kind of problem worth noting involves the overload and/or conflict that can occur from demands on individuals who are operating in more than one role.

Some individual skills that may reduce these problems are how to:

1. State clearly what one's own role expectations are.
2. Ask for other's expectations of one's role.
3. Inquire about and explain effects of the way in which a role is taken and the implications this has for group growth.
4. Report problems connected to the effects of operating in more than one role.
5. Report feelings as the result of a role overload.
6. Diagnose why role problems are present in a group.
7. Help the group create more realistic role expectations.

Communications

The passage of information between people in the group also needs some attention. Note here that information applies to things that are "news," not noise. There may be other kinds of noise that are unintelligible or redundant. Such noise usually distorts, rather than aids, the passage of information. These are some of the important questions about communications.

1. Who talks to whom about what?
2. What modes and personal styles of communication are acceptable or unacceptable in the group?
3. How efficient are communications in terms of information flow versus noise and redundancy?
4. Is there feedback of information, checking for understanding and opportunity for two-way flow where needed?
5. Are formal and informal patterns of communication primarily functional rather than bound by tradition and conflicts or limited by assumptions?
6. How do norms, roles, expectations and feelings influence communications?
7. Are there bottlenecks, blocks, gaps or points of overload in the lines of communication?

Problems arise from lack of clarity about what constitutes "news" and from inadequacy perceived in the way communications are transmitted.

Some individual skills that may reduce these problems are how to:

1. Check to be sure the message is being received accurately.
2. Transmit messages simply and directly.
3. Share reactions about the clarity of messages being sent.
4. Solve communications problems.
5. Seek and accept help from others.
6. Report perceptions about how norms, roles and feelings influence the communication process.

Goals

Goals of the group are those measurable objectives which it strives to achieve. Some goals are primary to the purpose for which the group exists. Others are instrumental to achieving the primary goals. They sometimes contribute to means to an end and sometimes to maintenance of the group. Important questions include the following.

1. How explicit are the goals of the group?
2. Have all critical goals been identified?
3. Is the group committed to any irrelevant or detrimental goals?
4. Are the goals stated operationally?
5. Are they feasible and realistic?
6. Are there conflicts among subparts of the group about what the goals are or should be?
7. Has the relative importance of goals and their relationships to each other as primary and instrumental been identified?

Problems are probably most often related to lack of clarity about goals, and sometimes related to conflict. When a problem is one of conflict about goals, it is more critical if based in value differences.

Some individual skills that may reduce these problems are how to:

1. Raise questions about what the group is doing or where it is going.
2. Offer one's own views on what the group is doing or where it is going.
3. Help the group achieve clarity about its goals.
4. Help deal with goal conflict.
5. Identify what the specific problem with goal setting is.
6. Contribute ideas for goal setting.

Perception

Perception concerns the facets seen in and by the group and the meanings and interpretations placed on these facets. The following questions relate to perception.

1. Are there important aspects of the group which are not seen?
2. Do some roles, or parts of the group, tend to see only certain kinds of things?
3. Do some people tend to distort or misinterpret what they see?
4. Does reality actually appear different from the legitimate perspective of different roles?
5. How much overall congruence is there in perceptions experienced throughout the group?

6. Are similar perceptions demanded of all people of the group or are reports of discrepant perceptions supported as a potentially valuable breadth of perspective?
7. Does the group have ways of breaking its psychological set periodically to question whether it is open to new understandings in a changing world?

Problems arise especially from perceptions being limited by old, entrenched perspectives and from failure to understand that the same phenomena can appear different when viewed from truly different (as contrasted with simply limited) perspectives.

Some individual skills that may reduce these problems are how to:

1. Listen to and try out a different perspective.
2. Ask others to clarify the meanings and interpretations of various individual perceptions.
3. Check one's perceptions with others to test for congruence.
4. Experiment with perceiving things from a different vantage point.
5. Offer one's own views about how perceptions are being experienced by the group.
6. Inquire about and compare own perceptions with others' perceptions.

The first six sessions of this workshop are designed to help you diagnose skill needs. They are intended to facilitate the identification of issues in small groups and of skills required to deal more effectively with them.

By the end of the sixth session, all the information you produce will enable the trainers to select skill exercises. These exercises are designed to provide practice and to increase group process skills relevant to the needs and issues you have identified.

Beginning with this session and concluding with Session 6 the following major steps will be taken.

1. Produce information about a group you work with.
2. Write a problem statement and identify skills.
3. Analyze all the information produced, using a force field analysis.
4. Identify and prioritize skills needed.
5. Pool all the information produced by the workshop and determine group priorities of skills needed.
6. Analyze and evaluate all information produced from the pooling of information.

We are ready for the first step.

A Skill Needs Assessment

On the next four sheets you will find four large circles. Each circle is to depict your present view of your group. REMEMBER: YOUR GROUP MAY BE A COMMITTEE, A TASK FORCE, A STAFF, A FACULTY OR ANY OTHER GROUP.

Decide what, for you, is the group you will consider during this workshop. Choosing a small group will make your task more feasible, given the time constraints of this workshop.

The four profiles that follow will enable you to pictorially describe your group according to the following factors:

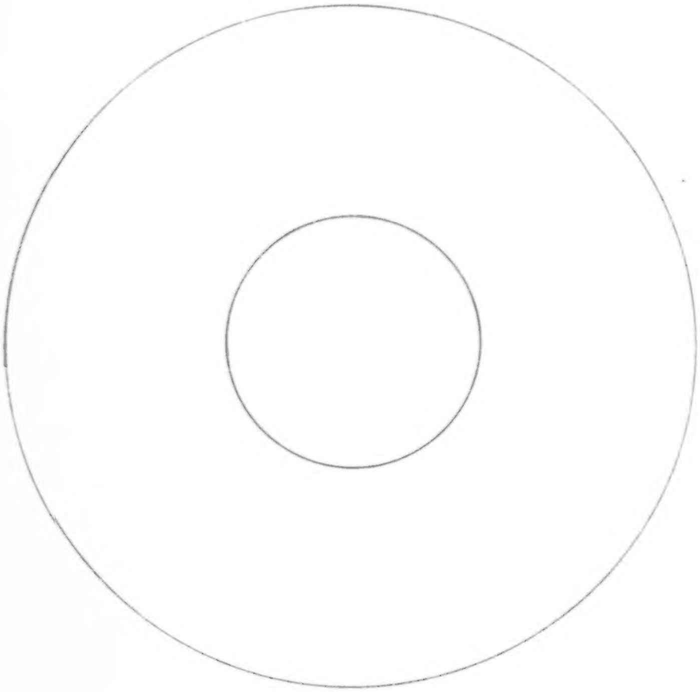
1. Major issues in your group
2. Communication network
3. People of power and influence
4. Your position in relation to others

NOTE: After each profile you will find a page of items to be rated. Please DO NOT DO THAT ACTIVITY UNTIL YOU ARE TOLD TO DO SO IN SESSION 3.

1. In the small circle in the center, write a problem or issue in your group which you wish to improve by gaining skills in this workshop. Do not write a solution.

2. Draw a constellation of small circles around the center circle. Write in each small circle any other problems and issues which you consider factors contributing to the central problem you have placed in the center.

3. You may want to number the smaller circles to indicate their degree of importance to improving the situation (No. 1 of greatest importance and so on).



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Select the skills you consider most important in influencing the issues in Profile 1: Major Issues in Your Group.

Check those skills you think you are using adequately or inadequately in your group or that you need to acquire.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	____	____	____	____
2. Saying Skills: - Speaks directly - Not repetitious	____	____	____	____
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	____	____	____	____
4. Trust: - Tries out others' ideas - Asks for help	____	____	____	____
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	____	____	____	____
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	____	____	____	____
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	____	____	____	____
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	____	____	____	____
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	____	____	____	____
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	____	____	____	____
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	____	____	____	____
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	____	____	____	____

Profile 2: Communication Network

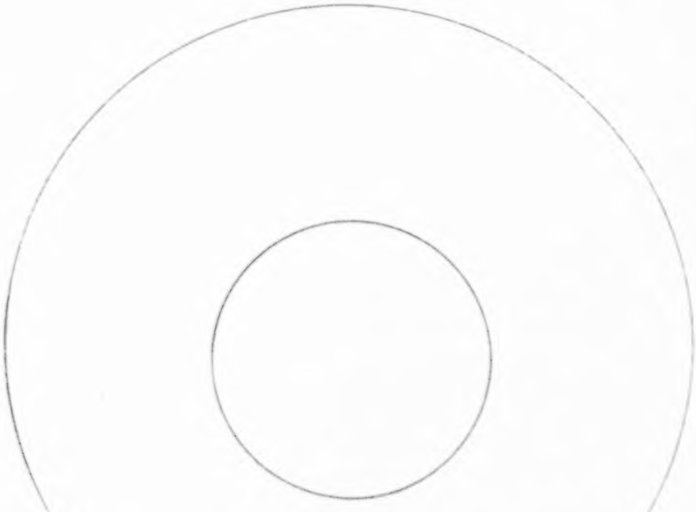
1. In the small center circle, write the initials of persons in your group you view as being on the "inside." This may include officers, chairmen, persons elected or designated to a role and any others you perceive to belong to the "in group."

2. Write in the larger circle the initials of persons you view as part of the "out group."

3. Draw one- or two-way arrows connecting the initials of persons to indicate your present perception as follows:

    a. Who speaks to whom
    b. Who is close to whom
    c. Who influences whom

    Identify your arrows by using the letters a, b, c, as defined above.



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 2: Communication Network. Check the appropriate heading.

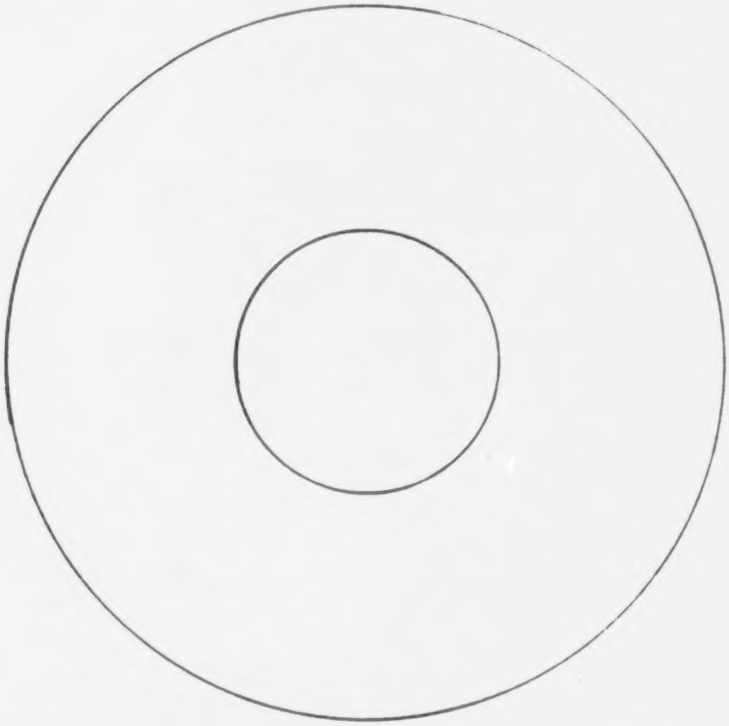
	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	____	____	____	____
2. Saying Skills: - Speaks directly - Not repetitious	____	____	____	____
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	____	____	____	____
4. Trust: - Tries out others' ideas - Asks for help	____	____	____	____
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	____	____	____	____
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	____	____	____	____
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	____	____	____	____
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	____	____	____	____
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	____	____	____	____
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	____	____	____	____
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	____	____	____	____
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	____	____	____	____

1. In the center circle, write the initials of people in your group who, in your view, are powerful and influential.

2. In the larger circle, write the initials of those who are affected or come in contact with people you listed in the smaller center circle.

3. Draw circles around the initials of those people who respond positively to those in the center circle.

4. Draw squares around the initials of those people who resist, ignore, reject or block the influence of those in the center circle.



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 3: Influential Persons. Check the appropriate heading.

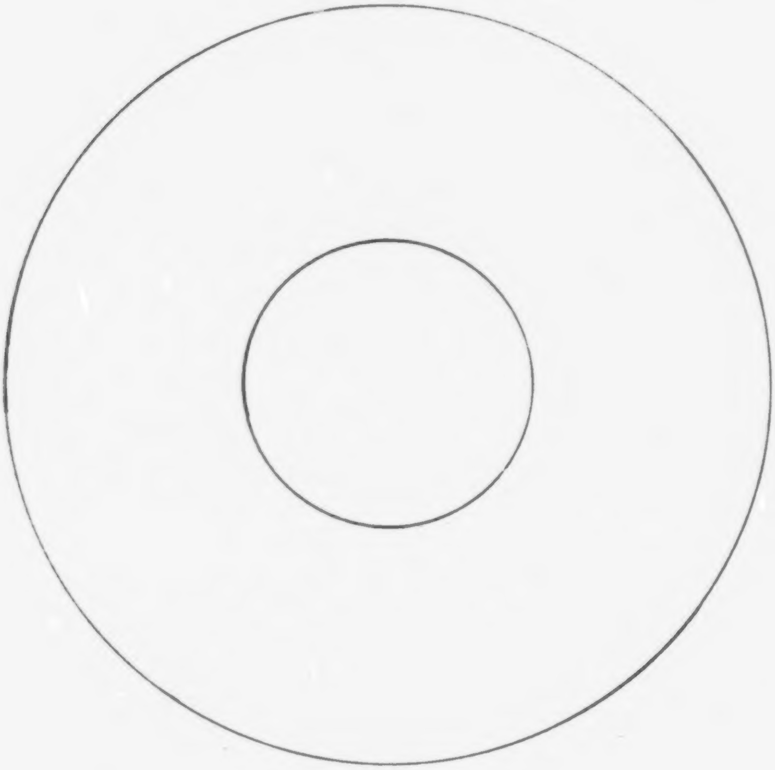
	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	____	____	____	____
2. Saying Skills: - Speaks directly - Not repetitious	____	____	____	____
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	____	____	____	____
4. Trust: - Tries out others' ideas - Asks for help	____	____	____	____
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	____	____	____	____
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	____	____	____	____
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	____	____	____	____
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	____	____	____	____
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	____	____	____	____
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	____	____	____	____
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	____	____	____	____
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	____	____	____	____

Profile 4: Me and My Group

Paper 5
Page 8

1. Write your initials in the center circle.
2. Think of all the people you have to relate to in reference to the major issue you chose on the first profile.
3. Write their initials all around your center circle at a distance representative of their influence on you, whether it is a positive or negative influence.
4. If you think you need to restate the problem or issue you started with on the first profile, do so now.______________________________

   ____



DO NOT DO THIS STEP UNTIL INSTRUCTED TO DO SO IN SESSION 3

Check the skills you use in relating to the situation depicted in Profile 4: Me and My Group. Check the appropriate heading.

	Need to Acquire	Adequate	Inadequate	Does Not Apply
1. Listening Skills: - Paraphrases - Repeats - Checks perceptions	___	___	___	___
2. Saying Skills: - Speaks directly - Not repetitious	___	___	___	___
3. Openness: - Spontaneous - Reports own strengths and weaknesses - Reports feelings	___	___	___	___
4. Trust: - Tries out others' ideas - Asks for help	___	___	___	___
5. Feedback: - Asks for reaction to self - Gives feedback in useful ways - Reports when helped	___	___	___	___
6. Awareness of Own Behavior: - Acknowledges personal reactions - Uses reactions in deciding how to behave	___	___	___	___
7. Experimenting with Own Behavior: - Takes and evaluates new roles - Identifies need for shifting roles - Reports personal meanings of role taking - Asks for feedback on role taking	___	___	___	___
8. Contributing to Group's Awareness of Itself: - Calls attention to what is happening - Offers own views of what is happening - Raises questions about what is happening	___	___	___	___
9. Problem Solving Effectiveness: - Knows and uses problem solving tools - Helps group make decisions - Initiates problem solving activity	___	___	___	___
10. Helping Group Maintenance: - Expresses feeling - Asks others to express feeling - Supports others' expression of feelings	___	___	___	___
11. Group Diagnostic Ability: - Explains why things happen - Involves group in producing diagnostic information about itself - Interprets diagnosis to facilitate corrective action	___	___	___	___
12. Overall Effectiveness as a Group Member: - Invites group to evaluate how it is doing - Suggests resources for learning - Facilitates using resources of the group	___	___	___	___

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INSTRUCTIONAL STRATEGY
SESSION 3: PROBLEM IDENTIFICATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 3	Paper 6	1. Present Paper 6: Agenda for Session 3. Review purposes and objectives.
10	2. Introduction to the concept of long-range goal	Paper 7	2. Present Paper 7: The Purpose of GPS Workshops. Allow time for scanning Paper 7. This paper need not be discussed in detail within the workshop. However emphasize that this is not a workshop to solve participants' problems back home.
10	3. Rate yourself using characteristic behaviors	Chart Paper 8	3. Present brief elaboration of concepts in Paper 8: Skills Needed by Members of Productive Groups, using chart of key words. Allow time for scanning. Direct participants to rate themselves on each item as indicated. Instruct each person to rate himself or herself on the basis of his or her participation in the last trio meeting. Direct participants to share their ratings in the same trios.
45	4. Analyze Four Views of My Group	Paper 5	4. Tell participants to return to Paper 5: Four Views of My Group and complete the grid on the page following each view. Ask them to look at each circle and determine the skills they are using adequately, inadequately or that they need to acquire in reference to their back home groups. Allow time for individual work.

SESSION 3: PROBLEM IDENTIFICATION

Minutes	Steps	Materials	Directions
	4. (continued)		Direct trios to share the information on their grids and to help each other. Analyze each other's view of their group.
10	5. Study Four Guidelines for Writing a Problem Statement	Chart Paper 9	5. Post newsprint chart of guidelines for writing problem statement. Elaborate on guidelines. Mention Paper 9: Four Guidelines for Writing a Problem Statement. Allow time for reading and questions. Reinforce the distinction between problem statement and goal statement.
20	6. Write problem statement	Pencils Paper	6. Direct participants to work alone using all the data developed so far on their own group profiles (statement describing organization, characteristic behaviors, etc.). Ask them to use the back of the last page of Paper 9 to write a statement of a problem in their back home group that they wish to work on at this time. Give emphasis to the difference between a problem situation and a problem statement. Call attention to the illustrations in the paper.

NOTE: Remember that in all probability GPS participants will not be familiar with communication/problem solving skills from RUPS or IPC. Be alert to explain, demonstrate and reinforce these skills as needed.

AGENDA FOR SESSION 3: PROBLEM IDENTIFICATION

Paper 6
95 minutes

Purposes: To enable participants to link the group issues and relationships identified in Session 2 with a list of skills needed by members of productive groups.

To increase skill in applying guidelines for writing a problem statement.

To introduce participants to the idea of continuing their skill growth through all four systems of PETC.

Objectives: Given a set of instructions, Paper 8: Skills Needed by Members of Productive Groups, and Paper 5: Four Views of My Group, participants will individually rate themselves and share ratings in a trio. Participants will also apply rating scales to issues identified on Paper 5.

Given guidelines for writing a problem statement and a set of instructions, each participant will apply the guidelines and produce a usable problem statement.

Steps:

1. Introduction to Session 3
2. Introduction to the concept of long-range goal
3. Rate yourself using characteristic behaviors
4. Analyze Four Views of My Group
5. Study Four Guidelines for Writing a Problem Statement
6. Write problem statement

THE PURPOSE OF GPS WORKSHOPS

Paper 7

By this time in the workshop you have met some new people, started work in trios and chosen an issue or problem to study from your home group. Through the use of some instruments, you have focused on this problem from four different viewpoints:

1. Major issues

2. People of power and influence

3. Communication network

4. Your own position in relation to other members

It's highly possible that the time allowed for so much activity didn't seem enough to you. Sometimes the skills trainer may have called time to introduce new data or instructions just when you were reaching a satisfying point of achievement.

However, it should be emphasized that the overall purpose of a Group Process Skills workshop is not to solve the problems you have identified. Rather, it is to prepare you with the skills needed to return to your home environment and work on these problems from within. The primary goal, then, is to develop these skills to the point where you can transfer their use from the workshop setting to that of your daily life.

SKILLS NEEDED BY MEMBERS OF PRODUCTIVE GROUPS[1]

Paper 8

Here is a list of important skills for productive group work. As you read, keep the following questions in mind:

A. To what extent did you practice these skills during the trio meeting in the last session?

B. What do you do that, for you, is a sign of your behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors of your style for each category.

C. Which of these skills do you think you need to improve or acquire to contribute to your group back home becoming more productive?

1. Listening Skills: Works at understanding what others are saying; asks others to repeat; asks others to clarify. Tells others what he has heard; seems to have understood correctly what others have said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Emotions show clearly and appropriately (e.g., joy, boredom, anger, sorrow).

4. Trust: Is willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a helpful way. Lets others know when they have been helpful to him.

6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior; shows he is aware of how he is reacting

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[1] Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew B. Miles, Teachers College, Columbia University, in connection with the Cooperative Project for Educational Development, 1967.

to the behavior of others; shows he is considering the implications to himself; uses this awareness in considering whether or not his own behavior is what he wants it to be.

7. Experimenting with Own Behavior: Shows flexibility in taking different roles in the group at different times (e.g., leader, clarifier). Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contributes to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward; offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group make realistic progress in problem solving efforts. Is effectively work-oriented. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings; helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group; can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this paper near for reference as you do the steps shown on the next page.

Instructions:

Rate your participation in the trio meeting in the last session on the scale below. You will be asked to share these ratings in your trios.

1. Listening Skills: (little)______________________(much) 1 2 3 4 5 6 7 8 9
    - Paraphrases
    - Repeats
    - Checks perceptions
2. Saying Skills: ______________________ 1 2 3 4 5 6 7 8 9
    - Speaks directly
    - Not repetitious
3. Openness: ______________________ 1 2 3 4 5 6 7 8 9
    - Spontaneous
    - Reports own strengths
    - Reports feelings
4. Trust: ______________________ 1 2 3 4 5 6 7 8 9
    - Tries out others' ideas
    - Asks for help
5. Feedback: ______________________ 1 2 3 4 5 6 7 8 9
    - Asks for reaction to self
    - Gives feedback in useful ways
    - Reports when helped
6. Awareness of Own Behavior: ______________________ 1 2 3 4 5 6 7 8 9
    - Acknowledges personal reactions
    - Uses reactions in deciding how to behave
7. Experimenting with Own Behavior: ______________________ 1 2 3 4 5 6 7 8 9
    - Takes and evaluates new roles
    - Identifies need for shifting roles
    - Reports personal meanings of role taking
    - Asks for feedback on role taking
8. Contributing to Group's Awareness of Itself: ______________________ 1 2 3 4 5 6 7 8 9
    - Calls attention to what is happening
    - Offers own views of what is happening
    - Raises questions about what is happening
9. Problem Solving Effectiveness: ______________________ 1 2 3 4 5 6 7 8 9
    - Knows and uses problem solving tools
    - Helps group make decisions
    - Initiates problem solving activity
10. Helping Group Maintenance: ______________________ 1 2 3 4 5 6 7 8 9
    - Expresses feeling
    - Asks others to express feeling
    - Supports others' expression of feelings
11. Group Diagnostic Ability: ______________________ 1 2 3 4 5 6 7 8 9
    - Explains why things happen
    - Involves group in producing diagnostic information about itself
    - Interprets diagnosis to facilitate corrective action
12. Overall Effectiveness as a Group Member: ______________________ 1 2 3 4 5 6 7 8 9
    - Invites group to evaluate how it is doing
    - Suggests resources for learning
    - Facilitates using resources of the group

FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT

Paper 9

Suppose that I said to you, "We have a communication problem among our faculty. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom to improve the problem situation?

A good problem statement includes answers to such questions. It is a brief, specific statement about a problem situation. A problem situation exists when there is a difference between the way things are and the way someone would like them to be. The word "problem" tends to suggest a negative meaning to most of us. The definition used here can be applied to situations that we feel negative about. It also applies to situations that are not thought of as negative ones. The situation might be generally good now and an accomplishment of a new objective could make it even better. You might have a station wagon that satisfies your family's basic needs and feel that having a sports car too would make things even better.

Using the definition of a problem situation as one where there is discrepancy between the way things are now and the way someone would like them to be implies that there are almost always "problems" that could be worked on. There are almost always improvement goals in education that we would like to be working toward.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the problem. Problem statements are constructed from a description of a problem situation. Compare the two following efforts to state a problem.

> We have a communication problem among our faculty.
>
> We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but that share enough detail to give interested people enough information to try it out in their own setting.

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned...."

2. Who is causing it? The members of the teaching teams seem to see themselves as mainly responsible. "...we haven't given adequate attention...."

3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "We need ways of sharing...."

4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "...ways of sharing that don't take up time of those to whom a particular idea is not relevant, but that share enough detail to give interested people enough information to try it out in their own setting."

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation. It might require many, many pages of writing to describe the entire problem situation. Describing the problem situation is not the same as writing a problem statement. A problem statement answers the four guideline questions in focusing on one, specific improvement goal within the problem situation.

The second kind of confusion arises from needing to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicate that you should do so. In the early stages of working on a problem, I may have quite erroneous ideas about what kind of problem it is or what the improvement goal should be. By stating specifically what I think is the case, I'll know what to explore. I will be clear about what to change in the statement any time new information shows my initial ideas were wrong. The problem statement should be as specific as possible, but always open to change in the light of new understanding.

Four Guidelines

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement:

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you?

Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

2. Who is causing it? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is rarely the case. There is usually some person or persons who could influence things to be different. Consider the same possiblities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

3. What kind of a problem is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:

   There is a lack of clarity or disagreement about goals.

   There is lack of clarity or disagreement about the means of achieving goals.

   There is a lack of skills needed to carry out a particular means.

   There is a lack of material resources.

   There is inaccurate communication.

   There is too little or too much communication.

   People have a different understanding of the same thing.

   There is insufficient time or schedules don't coincide.

   Roles are lacking or inappropriate.

   Norms are restrictive, unclear or misinterpreted.

   There are conflicts of ideology.

   There is a lack of clarity or a conflict about decision making, e.g., power struggles.

   Expression of feelings is inappropriate or inadequate.

   There is conflict related to individual differences.

4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal is reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The more clear you are about your intended target at any given time, the more likely you will be to recognize that it is an incorrect target should this prove to be the case.

Problem Situation

Choose a situation that dissatisfies you.

1. Write here the situation, stating the difference between the way you think things are now and the way you think things should be.

Problem Statement

2. Write your statement of problem, basing it on the problem situation you have written, by answering the following questions:

   a. Who is affected by the unsatisfactory situation?

b. Who is causing, or is responsible for, the unsatisfactory situation?

c. What kind of a problem is posed by the dissatisfaction?

d. How will things look when the situation is improved (what is your improvement goal)?

Write a paragraph that incorporates the answers to the form questions above. In the paragraph say enough about the situation to communicate to another person. Now you have a problem statement.

3. Make some guesses about what skills you will need to contribute to achieving this goal. Make your list descriptive, e.g., how to build an agenda, how to implement decisions, how to report feelings. (Write on the back of this page.)

INSTRUCTIONAL STRATEGY
SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 4	Paper 10	1. Present Paper 10: Agenda for Session 4. Review purposes and objectives.
35	2. Clarify problem statements in trios	Chart	2. Announce that each person is to share his problem statement written at the close of Session 3. Use the same trios. Demonstrate application of four criteria for writing a problem statement by asking that some volunteer read his problem statement. Respond by paraphrasing what he has said and answering four questions.
		Chart	For example, "From what I've heard, ____is affected, ____is causing it, the kind of problem is that ____, your goal for improvement is ____. Is this correct?" (Place the above sample on a chart.) After sufficient time demonstrating, instruct participants to take turns in their trios reporting their problem statements to each other. One person reports, the other two check for correct application of criteria by using the paraphrasing technique as demonstrated. Announce that each person will have 10 minutes. Time will be called at the end of each round. Call attention to newsprint chart illustrating paraphrasing response.

SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
15	3. Write a force field	Paper 11 Chart	3. Explain the key concepts in Paper 11: Force Field Diagnostic Technique. Demonstrate the force field technique briefly. Allow time for scanning Paper 11. Instruct participants to work individually and to write a force field on their problem statement as they now see it, using the form provided on page 4 of Paper 11. Depending on the data generated in writing their force field, some additional time may be required to revise the goal and/or problem statement.
15	4. Write a force field analysis	Paper 12 Chart	4. Refer to Paper 12: Force Field Analysis. Direct participants to read the paper and do the analysis of their force field as called for at the end of Paper 12.
15	5. Share force field analysis in trios		5. Direct participants to share force field analysis in their trios and to get help in evaluating forces.
15	6. Identify skills needed	Paper 13	6. Review Paper 13: Skills I Need to Acquire with participants. Indicate that people usually have, would like to acquire, or need to improve some of those skills to become more effective in working with others in groups. Participants may want to individualize their lists by adding to those skills already shown.

SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Minutes	Steps	Materials	Directions
	6. (continued)		Take time to give emphasis to the introductory statements on Paper 13. Be sure to clarify or define any listed skills they may be unfamiliar with. Direct participants to follow the instructions and complete the checklist, adding other skills if they wish.
5	7. Review of events		7. Invite participants to express any feelings or ideas they may have about the workshop so far.

AGENDA FOR SESSION 4: FORCE FIELD ANALYSIS AND DATA UTILIZATION

Paper 10
105 minutes

Purposes: To enable participants to test their problem statements against guidelines for writing a problem statement.

To enable participants to apply principles of force field analysis to the problem they selected.

Objectives: Given instructions for a trio round robin, participants will take turns in reporting their problem statements and check to be sure the guidelines are being met.

Given a paper about force field and force field analysis, and given a set of instructions, each participant will produce his own force field analysis.

Given Paper 13, Skills I Need to Acquire, participants will identify those skills they need to become more effective in working with others.

Steps:

1. Introduction to Session 4
2. Clarify problem statements in teams
3. Write a force field
4. Write a force field analysis
5. Share force field analysis in trios
6. Identify skills needed
7. Review events

FORCE FIELD DIAGNOSTIC TECHNIQUE

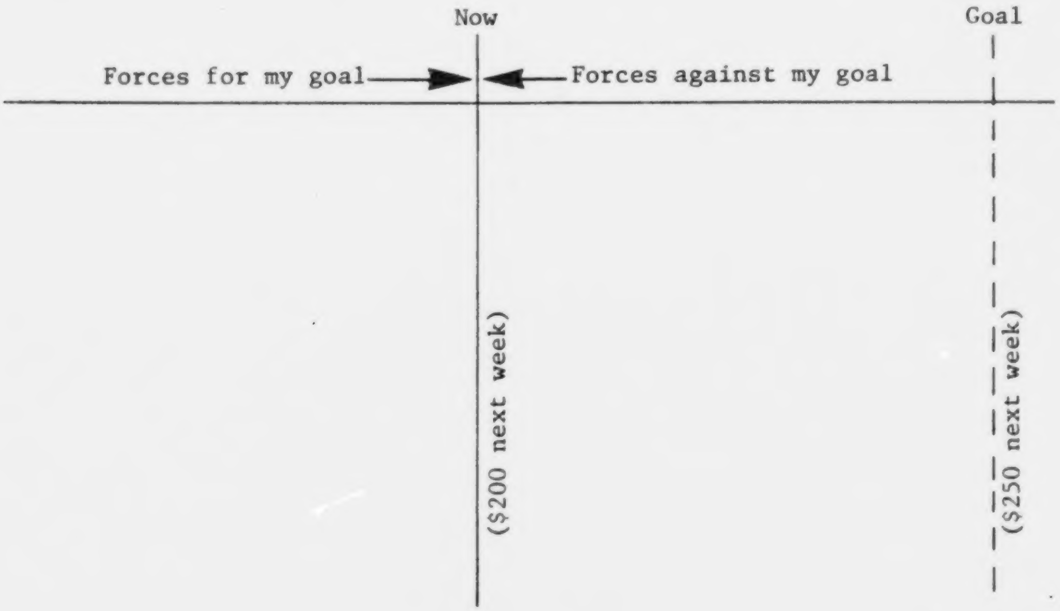
Paper 11

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation exists at any given moment because sets of counter balancing forces are keeping it that way.

For example, let's look at the amount of money I am apt to earn next week. Let's say it should be about $200. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than $200 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids.

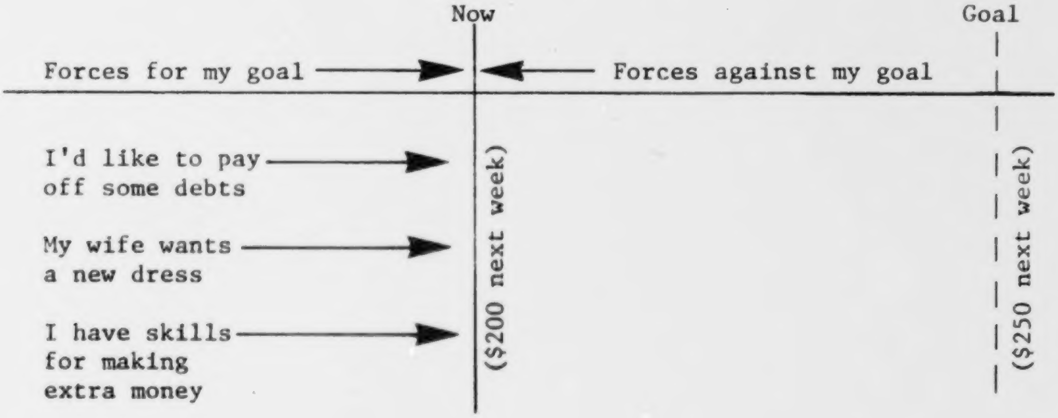
In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right side of the page which represents how you would like things to be. For example, if I wanted to earn $250 next week instead of my usual $200, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.



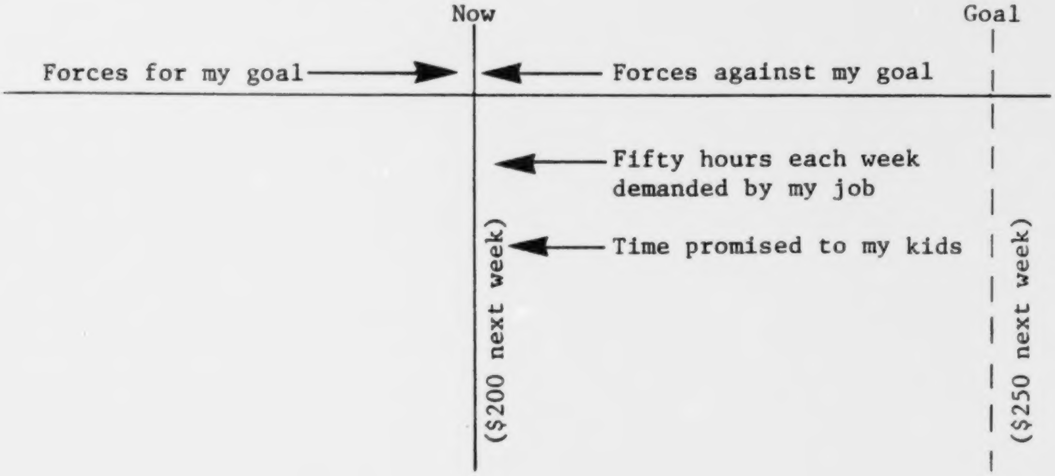
Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.


Now
Goal
Forces for my goal
Forces against my goal
I'd like to pay off some debts
My wife wants a new dress
I have skills for making extra money
($200 next week)
($250 next week)

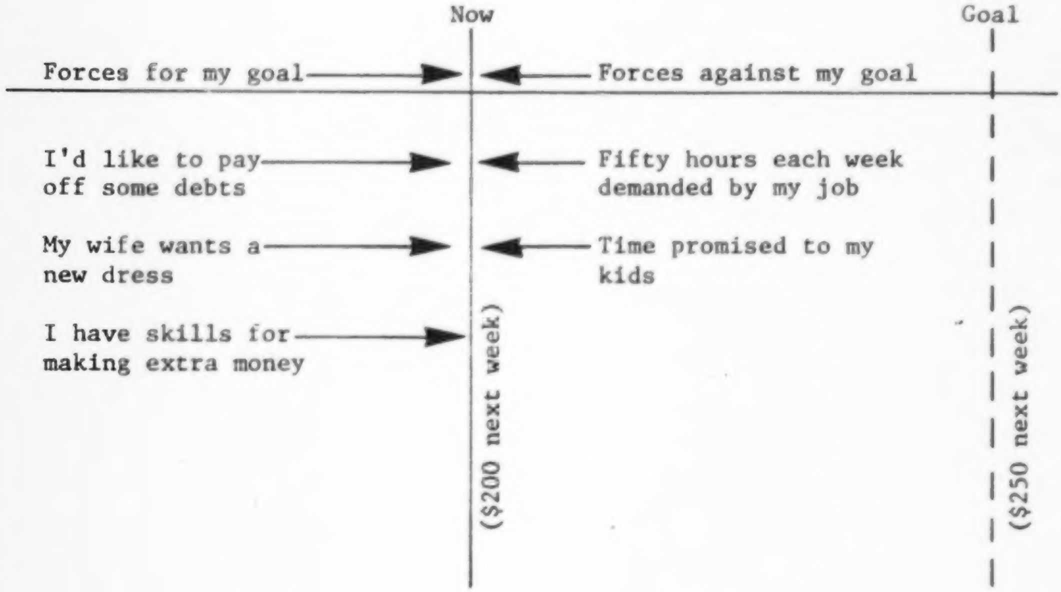
Then I would write down all of the important forces I can think of that could push against movement toward my goal. I write these on the right side of the diagram with an arrow pointing away from my goal.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.



Now I have a complete force field, looking like this:

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200 to $250.


Now
Goal
Forces for my goal
Forces against my goal
I'd like to pay off some debts
Fifty hours each week demanded by my job
My wife wants a new dress
Time promised to my kids
I have skills for making extra money
($200 next week)
($250 next week)

Here are some guidelines to help make the force field diagnostic technique a powerful one for you.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." A force is stated most helpfully when written in such a way that someone else reading it would know who to go to and what to ask to get a fuller understanding of what is involved in each force.

2. Try to state discrete forces rather than global ones. A force can often be broken down into further subparts. For example, a force such as, "I find it hard to lose weight," might break down to three more discrete forces as follows. "I get a headache when I skip a meal." "My wife often serves rich desserts." "Television ads get me thinking about eating in the evening." Sometimes you can think of ways to break down a force into even more discrete subparts by considering the forces for and against changing a force.

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in:

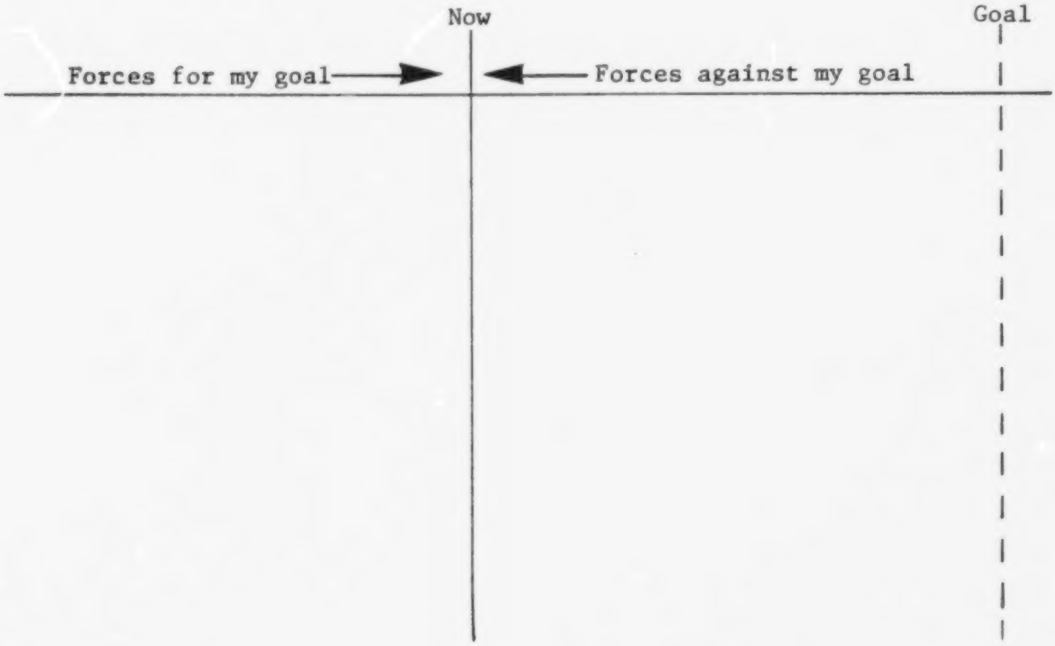
Yourself:	"I get a headache when I skip a meal."
Other Individuals:	"My wife often serves rich desserts."
Groups:	"We often share materials in our department."
Organizations:	"The district gives salary credit for this training."
Society:	"Television ads get me thinking about eating."

Write your force field here.

Your problem statement ____

____

____

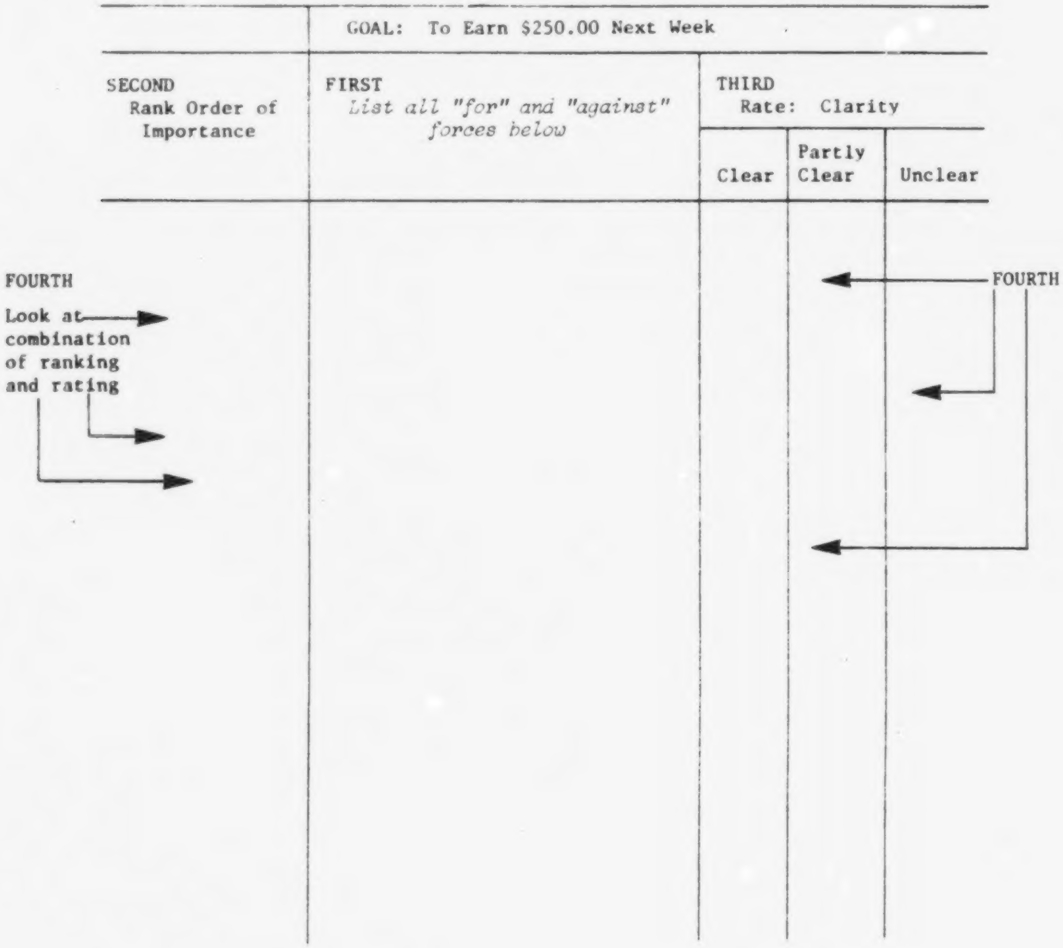


FORCE FIELD ANALYSIS

Paper 12

In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that maintain a situation at any given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation that concern you. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or to give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail.

Here is an illustration of a completed force field analysis. Instructions for doing the analysis follow.


GOAL: To Earn $250.00 Next Week
SECOND
Rank Order of Importance
FIRST
List all "for" and "against" forces below
THIRD
Rate: Clarity
Clear
Partly Clear
Unclear
FOURTH
Look at combination of ranking and rating
FOURTH

FIRST, produce one list from your "for" and "against" forces. The force field analysis treats all the forces--for and against--as one list.

SECOND, numerically order these according to their importance in achieving your goal. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward your goal. Change may be defined as altering a situation in any or all of the following four ways:

1. Adding a force
2. Eliminating a force
3. Strengthening a force
4. Weakening a force

You would, therefore, rank as number one that force which you believe, if changed in any of the four ways, would result in the most movement toward the desired goal. Force number two would be that which you believe, if changed, would yield the second most movement toward the goal. Continue in this manner until you have rank ordered all of the forces for and against movement toward the goal.

THIRD, each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force...examine each statement in terms of being able to show objective data about its importance, who is involved in it, exactly how and why it is operating. Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as having objective data with which you could stand up in court and prove your case for this actually being the force you say it is beyond a shadow of a doubt. Rate each force as to whether you are clear, partly clear or unclear about it in these terms.

FOURTH, look at the combination of ranking and rating. Forces which have a high ranking of importance, but which you are unclear about, are obvious candidates for further exploration. Your ranking and rating analysis will help you identify those skills you need to acquire or increase in order to improve your own group work.

In this workshop you will use your force field analysis to help you identify and prioritize skills you need to acquire or increase. This will help you improve the situation within your group.

Turn the page and use the form provided to analyze your force field.

Use this form to analyze the force field you wrote on page 4 of Paper 11.

	GOAL: To Earn $250.00 Next Week			
SECOND Rank Order of Importance	FIRST *List all "for" and "against" forces below*	THIRD Rate: Clarity		
		Clear	Partly Clear	Unclear

FOURTH

Look at combination of ranking and rating

FOURTH

SKILLS I NEED TO ACQUIRE

Paper 13

So far you have produced four profiles identifying issues and problems in your group. You have written a problem statement and have analyzed that problem using the force field technique. Paper 4, Dimensions Essential to Group Growth and Paper 8, Skills Needed by Members of Productive Groups, have provided resources and guidelines for clarifying issues and problems.

Having identified and prioritized forces for and against your stated goal, the immediate concern now is to determine the skills you think you need to acquire or improve. Your objective is to increase your effectiveness in dealing with the issues and problems in your own working activities.

The exercise that follows asks you to select those skills which you feel will help you the most. Choose the ones that will give you knowing and doing skills, allowing action alternatives that increase the "forces for" or decrease the "forces against" those shown on your force field.

Your work in Sessions 5 and 6 will provide you the opportunity to share your list of skills with others and to get help in clarifying the relevance and the applicability of the skills you selected.

Together with the entire group, you will establish the priority of the skills you think are needed by this group as a whole. Beginning with Session 8, the skills trainers will select and conduct some skill training exercises. They will base their selection of exercises on the final group list and on the data they gave gathered from those activities in the first seven sessions...but more about that later.

Individual Work

1. Review the list of skills presented below.

2. Look at your force field analysis again and determine what skills from the list below most likely would enable you to increase the forces for achieving a goal and/or solving a problem.

3. Place a check mark by the skills listed which you think you need to acquire or improve. You may think of others to add.

You will share your force field analysis and your list of skills during Session 5.

Problem Solving Skills, such as:

____Identifying problems

____Doing force field analysis

____Collecting data

____Deriving implications and action alternatives

____Brainstorming

____Planning for action

____Evaluating action plans

____Others

Interpersonal Communication Skills, such as:

____Listening carefully and speaking clearly

____Describing behavior

____Describing feelings

____Giving and receiving feedback

____Helping and being helped

____Increasing two-way communication

____Coping with communication under pressure

____Others

Group Process Skills, such as:

____Observing and analyzing group interaction

____Dealing with clear and unclear goals

____Making decisions in groups

____Taking leadership roles

____Increasing group productivity

____Choosing appropriate leadership styles

____Dealing with group pressure and conformity

____Dealing with conflict

____Using group resources

____Spotting and dealing with effects of hidden agendas in a group

____Increasing awareness of helping and hindering behaviors in group problem solving groups

____Identifying various effects of leader behaviors on group interaction

____Giving and receiving help in a group

____Identifying effects of various participation behaviors on group work

____Influencing and being influenced by others

____Analyzing and diagnosing problems in groups

____Identifying effects of giving and receiving directions from another group

____Others

INSTRUCTIONAL STRATEGY
SESSION 5: IDENTIFYING SKILL NEEDS

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 5	Paper 14	1. Present Paper 14: Agenda for Session 5. Review the purpose and objectives. Form new trios for this exercise.
45	2. Share force field analysis and list of skills		2. Direct participants to use trio round robin procedure as follows: Person A (sharer), reports his work of analyzing forces and ranking, rating and identifying skills needed. Persons B and C suggest additional forces and skills needed, question and seek clarification. Rotate every 15 minutes until each person has had an opportunity to report and receive help.
15	3. Review Dimensions Essential to Group Growth	Paper 4 Chart	3. Refer to Paper 4: Dimensions Essential to Group Growth. Direct participants to it again.
10	4. Write a list of skills		4. Instruct participants to work individually for 10 minutes and to write a list of knowing and doing skills they need and want to acquire, basing their lists on Papers 4, 8 and 13.
15	5. Review work done up to now	Chart	5. Direct participants to individually review all their work from the beginning of Session 1. Present the following instructions on newsprint: a. Reflect on statements and lists b. Write down any new data c. Rewrite, if necessary, the goal or problem statements d. Consult with members of trio if desired e. Refer to all theory papers

AGENDA FOR SESSION 5:
IDENTIFYING SKILL NEEDS

Paper 14
90 minutes

Purpose: To enable participants to produce a list of skills needed for more effective group work.

Objectives: Given directions for a trio round robin and a self-generated list of skills related to a force field analysis, participants will report to their trio the skills identified and will receive suggestions for additional skills needed.

Given review of theory input on dimensions essential to group growth, participants will react to each other's lists.

Given instructions for individual work, participants will review all work up to now, making revisions as they see fit.

Steps:

1. Introduction to Session 5
2. Share force field analysis and list of skills
3. Review Dimensions Essential to Group Growth
4. Write a list of skills
5. Review work done up to now

INSTRUCTIONAL STRATEGY
SESSION 6: RECORDING GROUP SKILL NEEDS

Minutes	Steps	Materials	Directions
5	1. Introduction to Session 6	Paper 15	1. Present Paper 15: Agenda for Session 6.
20	2. Identify high priority skills		2. Ask trio participants to share the lists they produced in Session 5. Direct trios to select three or more skills from their lists which they agree are top priority in order of importance for their back home groups.
40	3. Produce and discuss group's skill needs assessment	Chart Flow pens Paper 16	3. Read Paper 16: Procedures for Producing a Skill Needs Assessment with participants.* Ask for a volunteer to lead the discussion and do necessary recording during Step 3 of the procedures. Reinforce the procedures and ask the group to begin. Encourage participants to go to the chart whenever they are ready.** Make clear that this activity is to make PUBLIC the lists of skills they have been generating as individuals and as trios, and that this will enable you to observe and collect data on the group's work and interaction. Tell them that a report from your notes will be given at the end of their group discussion.

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*NOTE: Read Paper 16 carefully; notice the group remains together for the skill needs assessment. Copies of the Data Collection Worksheet and the Exercise Selection Worksheet have been included in the instructional strategy supplement for you to use during this time.

**NOTE: See the sample chart on page 59 of how a completed Skill Needs Assessment may look.

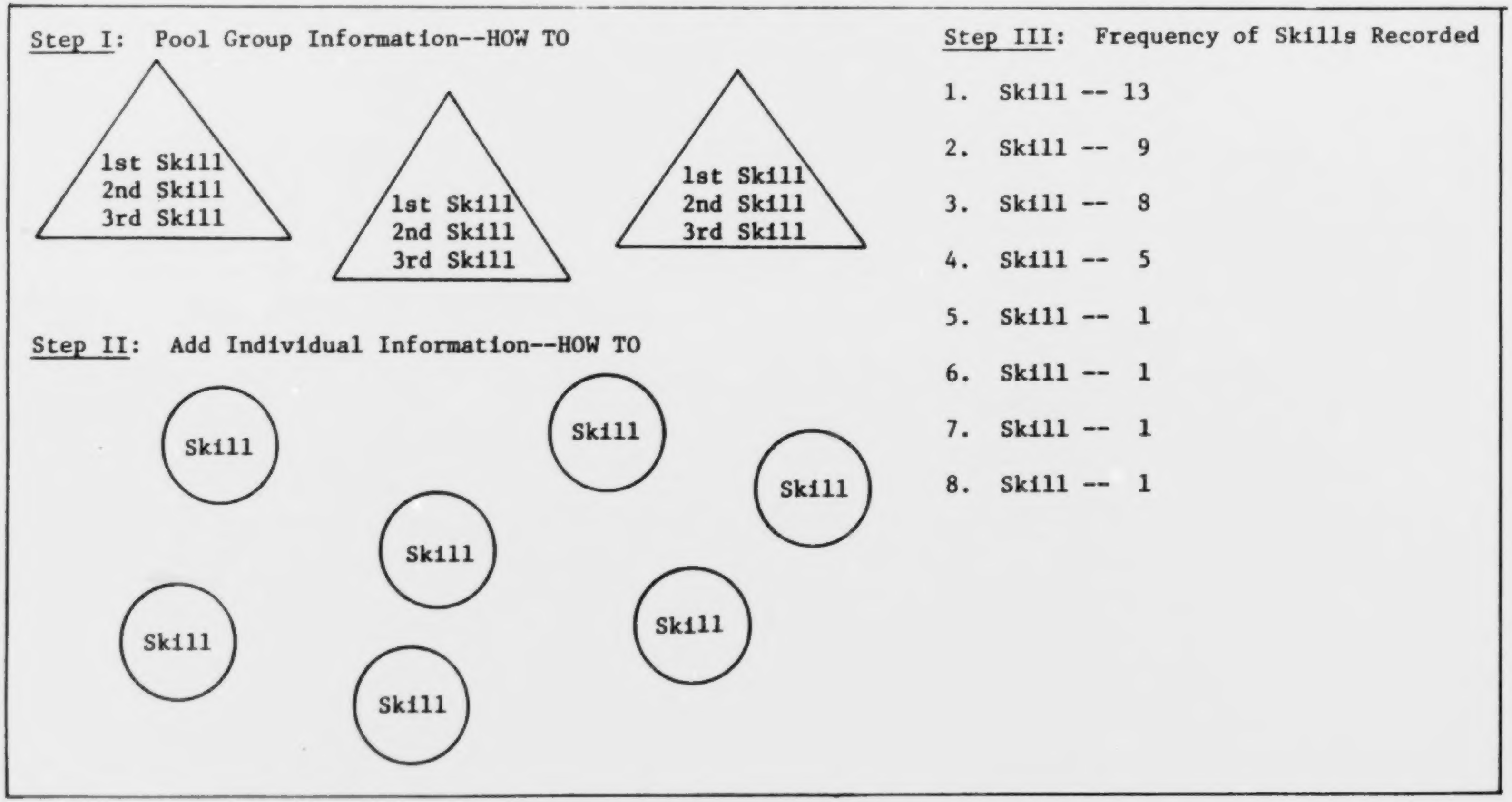
SESSION 6: RECORDING GROUP SKILL NEEDS

Minutes	Steps	Materials	Directions
	3. (continued)		Announce that you will be calling time at the end of the 30 minutes allowed for the group to work together.
10	4. Skills trainers' report of observations		4. Give report of observations. Focus of report should include data derived from observing verbal and nonverbal behavior, and implications for selecting skill training exercises.
	5. Announcements		5. Announce starting time for Session 7 when the first exercise will be conducted. Explain that during the period between Sessions 6 and 7 there will be an intermission to give the trainers an opportunity to reflect on all the data produced by participants and select exercises for at least the next three sessions.

INSTRUCTIONAL STRATEGY SUPPLEMENT
SESSION 6: RECORDING GROUP SKILL NEEDS

Sample of how a completed Skill Needs Assessment Chart may look.

SKILL NEEDS ASSESSMENT



Step I: Pool Group Information--HOW TO

Step II: Add Individual Information--HOW TO

Step III: Frequency of Skills Recorded

1. Skill -- 13
2. Skill -- 9
3. Skill -- 8
4. Skill -- 5
5. Skill -- 1
6. Skill -- 1
7. Skill -- 1
8. Skill -- 1

INSTRUCTIONAL STRATEGY SUPPLEMENT
DATA COLLECTION WORKSHEET

1. Use this form to collect data relating to process skills being used by this group as it develops its list of skills needed.

Things to watch for	Write here key words or phrases to help you recall something going on RIGHT NOW that gives you clues about what the issues and skill needs are. These may be different from what people say they need.	As you observe, or after observing, you may use the following list of dimensions essential to group growth, to help you think about what you have observed. Refer to Paper 4 for details.
Nonverbal clues:		Membership
		Influence
Expressions of feelings:		
		Feelings
Disagreements:		Roles
		Communications
Evidences of confusion:		
		Goals
How much emphasis is given to what:		Perception
		Individual Differences
		Productivity

2. Prepare to make a preliminary report of some of your observations, including possible additions to those skills listed by the group. Announce that your own observations and the chart will influence your selection of skill training exercises.

INSTRUCTIONAL STRATEGY SUPPLEMENT
EXERCISE SELECTION WORKSHEET

Data Analysis

Work as a team. Use all of the data you have gathered so far, including that on Paper 17; the trio skills needs assessment; participant's individual lists of skills; your knowledge of dimensions essential to group growth (Paper 4); and your experience with this group during the first six sessions.

Step 1: List problems and difficulties you observed in group process skills in the group which require skill acquisition.	Step 2: List the major skill needs of individuals and the group as listed in the Skill Needs Assessment chart. (Refer to Paper 13 for a list of skills. Papers 4 and 8 may also be useful.)

Force Field Analysis

Step 3a: Identify both the forces that seem to be operating for change and acquisition of skills as well as the forces that seem to be operating against change and acquisition of skills.

FOR	AGAINST

Step 3b: Rank and rate each force.

Rank Order of Importance	List of Forces	Rate Each Force		
		Clear	Partly Clear	Unclear

Selection and Sequence of Exercises

Step 4: In the light of your analysis, select the first three exercises you think are the most relevant and feasible for this group. State your reasons for considering them relevant/feasible.	Step 5: Determine the sequence of the exercises and state your rationale for the sequence.	Step 6: If exercises selected need modification, describe the changes below.

AGENDA FOR SESSION 6:
RECORDING GROUP SKILL NEEDS

Paper 15
75 minutes

Purpose: **To give participants the opportunity to produce a list of high priority skills needed by the whole group.**

Objectives: **Given a set of instructions for producing a skill needs assessment, trios will take turns in recording their lists of skills and in evaluating them.**

Steps:

1. Introduction to Session 6
2. Identify high priority skills
3. Produce and discuss group's skill needs assessment
4. Skills trainers' report of observations
5. Announcements

Step I: Pool Group Information

One person from each trio will go to the newsprint chart labeled SKILL NEEDS ASSESSMENT and do the following:

1. Draw a large triangle in the space provided.
2. Write the three top priority skill needs of his trio inside the triangle.

Step II: Add Individual Information

After trio priorities are recorded anyone who wishes may record individual high priorities, as follows:

1. List any individual high priority skill needs from your Session 5 list not included in the trio report which you wish to record.
2. Draw a circle around each skill need you list.

Step III: Discuss the Information on the Chart

1. List the skill needs recorded according to the number of times they appear. List the skill appearing most often first, and so on. Each listing in the trio reports should receive a count of 3; each individual listing should be counted once.
2. Discuss each skill listed, answering the following questions:
    a. What is the meaning of this skill for us?
    b. Why is this skill important to us?

AGENDA FOR SESSIONS 7-16:
GROUP PROCESS SKILLS EXERCISES

Paper 17

Purpose: To engage participants in exercises selected to permit practice of skills they and the skills trainers have identified.

Objectives: Given a sequence of skills exercises selected and conducted by the skills trainers, participants will actively engage in the Do-Look-Learn process to refine and internalize their use of group process skills.

INSTRUCTIONAL STRATEGY
SESSIONS 17-18: SUMMARIZING LEARNINGS

Minutes	Steps	Materials	Directions
5	1. Introduction to Sessions 17-18	Paper 18	1. Present Paper 18: Agenda for Sessions 17-18. Review purpose and objectives.
30	2. Depict how you view yourself now	Paper 5 Newsprint Felt-tip Pens	2. Ask participants to review the work they did on Paper 5: Four Views of My Group and produce a newsprint representation of how they see themselves now in their home groups. Distribute sheets of newsprint and flow pens to participants. Encourage them to use other means in addition to or instead of words for this activity. Announce that this work will be shared later.
30	3. Produce list of skills and knowledge	Paper 19 (3-ply NCR)	3. Tell trainees to work alone for 30 minutes and follow the instructions on Paper 19 (NCR).
30	4. Share work in trios		4. Form trios. Instruct participants to share Paper 19 and their views of themselves with each other in trio.
55	5. Imagine returning to back home group	Paper 20	5. Invite trainees to close their eyes and imagine their return to their back home group. Allow a few seconds for imagining. Ask them about the thoughts they are having. What are their feelings? What are the people doing? Stop the activity and ask trainees to use Paper 20: Imagining, to jot down a few words and phrases under

Minutes	Steps	Materials	Directions
	5. (continued)		"My Back Home Group" to help them remember their feelings and thoughts for a later discussion. Invite trainees to imagine themselves doing skills that will be helpful in their back home group. What will they be doing, saying? What will be their feelings, thoughts? Stop the activity and ask them to record under "Skills That Will Be Helpful" those phrases of thoughts, feelings, images they had about their own skills.
10	6. Discuss in trios		6. Instruct trainees to share both of their imaginings in their trios and to discuss the difference between the two personal growth and action goals as they work with their back home group.

AGENDA FOR SESSIONS 17-18:
SUMMARIZING LEARNINGS

Paper 18
150 minutes

Purpose: To help participants summarize what they have learned.

Objectives: Given a review of Paper 5: Four Views of My Group, and a set of instructions, participants will produce a newsprint representation of how they see themselves now in their home groups.

Given instructions for listing and analyzing skills acquired, participants will develop a personal list of those skills they acquired or increased and relate these to how they might be used in their home group.

Given instructions for an imagining exercise, participants will imagine returning to their group and will report their thoughts, feelings and action goals.

Steps:

1. Introduction to Sessions 17-18
2. Depict how you view yourself now
3. Produce list of skills and knowledge
4. Share work in teams
5. Imagine returning to back home group
6. Discuss in trios

LIST OF SKILLS ACQUIRED

Paper 19

Write below those skills or knowledge you feel you have acquired from your participation in this workshop. When you have finished, give a copy of your list to each of your teammates.

First, rate each item on your list (low, medium, high) according to how effectively you feel you are using these skills. Then, rate your teammates' lists according to how effectively you see them using the skills each listed.

When finished, return each member's list to him. You will discuss your perceptions in the next activity. (Time: 30 minutes)

Skills or Knowledge	Rating

Use this sheet to jot down any key words and ideas from the imagining exercise which may help you remember feelings, thoughts or images for the group discussion.

My Back Home Group

Skills That Will Be Helpful